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ABSTRACT

This bibliography provides a thorough and representative sample of the different types of available Prior Learning Assessment and Recognition (PLAR) publications and resources. These publications and resources are grouped under nine categories: (1) PLAR Policy (Canada, Europe, Africa, Australia, United States of America, New Zealand, Asia and the Pacific, Comparative Studies); (2) Implementation of PLAR in Formal Education (General; Postsecondary Education; Secondary Schools; Distance Learning; Second Language, Basic Education, and Literacy Programs; Methods of Assessment; Survey of PLAR Users; Assessor and Facilitator Training; Financing, Promotion, and Marketing); (3) PLAR and Work; (4) PLAR and the Military; (5) PLAR and Questions of Diversity; (6) Theories and Analysis of PLAR; (7) PLAR Literature for Learners; (8) PLAR Bibliographies; and (9) Publications en Francais. The total number of entries is 791; this number includes those instances when the same publication or resource appears under more than one category. Some entries are in French. Each entry consists of some or all of the following components: author(s) or organization; publication date; title; either place of publication and publisher or periodical title and pagination; and an annotation. The annotation includes some or all of the following: number of pages; document type; target audience; brief description of content; descriptors; and International Standard Serial Number. (YLB)

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ED 430 116

Publications and Resources on Prior Learning Assessment and Recognition (PLAR)

Compiled for the Research Network for New Approaches to Lifelong Learning (NALL)

Compiled by Sue Vanstone under the direction of Alan Thomas and Monica Collins, with the assistance of Luis Barnola
Ontario Institute for Studies in Education
University of Toronto

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Ontario Institute for Studies in Education of the University of Toronto

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http://www.oise.utoronto.ca/depts/sese/csew/nall

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Introduction and Acknowledgements

This bibliography, prepared by the New Approaches to Lifelong Learning (NALL) research network, is not an exhaustive list of all publications addressing PLAR: such a list would be nearly impossible to compile, maintain, and make useful. In constructing this literature review, we have attempted to provide a thorough and representative sample of the different types of available publications and resources. There of course are gaps, errors, and omissions. For example, in revisions, we must expand upon the PLAR-related resources in countries where English is not the primary language, amongst other things. However, we see this bibliography as a beginning to further research, dialogue, and action on matters relating to the recognition and assessment of prior learning.

In order to address the omissions and to acknowledge PLAR as an ever-evolving field, NALL and the Canadian Labour Force Development Board, one of the research network members, are putting this bibliography on-line at the CLFDB's PLAR website (http://www.plar.com), where it will be searchable and up-datable. To oversee the updating, a review committee composed of Douglas Myer, PLA Centre, Halifax (dmyers@hfx.auracom.com) and Sherman Waddell, Royal Roads University, Victoria (sherman.waddell@royalroads.ca). The on-line version of the bibliography will allow researchers, educational institutions, governments, trade unions, or community organizations to reference their publications, policies, and position statements in the collection of titles. We envision the bibliography of PLAR-related resources as a living document. A limited number of printed copies is being made available to organizations with limited access to on-line resources.

We are grateful for the cooperation of ERIC and ONTERIS on the use of their abstracts. We also acknowledge with thanks the support of SSHRCC for underwriting the NALL network and making this project possible.

Sources

- **ONTERIS** Research Database at OISE/UT, a database of research and curriculum documents produced in Ontario by the provincial government, boards of education, educational institutions, and organizations
- **ERIC** (Search terms: prior learning; experiential learning; flexible learning; prior learning assessment)
- **Sociofile** (Search terms: prior learning; experiential learning; flexible assessment)
- **Dissertation Abstracts International** (Search terms: prior learning; experiential learning)
- **University of Toronto Libraries**
- Survey of PLAR facilitators and representatives from PLAR stakeholder groups

Table of Contents

Introduction and Acknowledgements / 1

Sources / 2

Table of Contents / 3

1. **PLAR Policy** /
    1.1 Canada
        1.1.01 National / 5
        1.1.02 Newfoundland / 10
        1.1.03 Nova Scotia / 11
        1.1.04 New Brunswick / 12
        1.1.05 Prince Edward Island / 13
        1.1.06 Quebec / 14
        1.1.07 Ontario / 16
        1.1.08 Manitoba / 27
        1.1.09 Saskatchewan / 28
        1.1.10 Alberta / 29
        1.1.11 British Columbia / 31
    1.2 Europe
        1.2.1 United Kingdom / 33
        1.2.2 Ireland / 44
        1.2.3 France / 45
    1.3 Africa
        1.3.1 South Africa / 47
    1.4 Australia / 49
    1.5 United States of America / 55
    1.6 New Zealand / 63
    1.7 Asia and the Pacific / 68
    1.8 Comparative Studies / 70

2. **Implementation of PLAR in Formal Education**
    2.1 General / 73
    2.2 Post-secondary Education
        2.2.1. Universities
            2.2.1.1 *Undergraduate Studies* / 89
            2.2.1.2 *Graduate Studies* / 108
        2.2.2 Community Colleges / 110

2.2.3 Academic Programs and Professions
2.2.3.01 *Accounting* / 123
2.2.3.02 *Agriculture* / 124
2.2.3.03 *Business* / 125
2.2.3.04 *Early Childhood Education* / 127
2.2.3.05 *Human Resources* / 129
2.2.3.06 *Industrial Management* / 130
2.2.3.07 *Industrial Technology* / 131
2.2.3.08 *Liberal Arts* / 132
2.2.3.09 *Medical Technology* / 134
2.2.3.10 *Nursing* / 135
2.2.3.11 *Speech Communication* / 138
2.2.3.12 *Teacher Education* / 140
2.2.3.13 *Women's Studies* / 142
2.3 Secondary Schools / 143
2.4 Distance Learning / 146
2.5 Second Language, Basic Education, and Literacy Programs / 150
2.6 Methods of Assessment
2.6.1 Portfolio
2.6.1.1 *Portfolio Courses* / 153
2.6.1.2 *Handbooks/How-to Manuals* / 157
2.6.1.3 *Practice* / 162
2.6.2 Challenge Process / 170
2.6.3 General/Other / 173
2.7 Surveys of PLAR Users / 176
2.8 Assessor and Facilitator Training / 180
2.9 Financing, Promotion, and Marketing / 187

3. **PLAR and Work** / 191

4. **PLAR and the Military** / 210

5. **PLAR and Questions of Diversity** / 213

6. **Theories and Analysis of PLAR** / 224

7. **PLAR Literature for Learners** / 243

8. **PLAR Bibliographies** / 253

9. **Publications en Français** / 255

SECTION 1

PLAR Policy

1.1.01 Canada: National

Barker, Kathryn, for the Canadian Labour Force Development Board. (August 1995) *Prior Learning Assessment: Issues and Opportunities for the Canadian Labour Force Development Board*. Ottawa: CLFDB.

47 pages. Sections include: Introducing PLA; Background: What we know about PLA; PLA in Canada today; International Experience with PLA; Developing a National PLA Strategy for Canada; References; CAEL standards for assessing learning; Sample glossary of terms; Shedding light on the term Standards.

Blower, Deborah. (November 1996) *Prior Learning Assessment and Recognition (PLAR): An Overview of PLAR Practices in Canada*. Ottawa: Human Resources Development Canada.

The paper describes how PLAR activity is occurring on a national and provincial level and at both the secondary and post-secondary level, particularly in the college system. Examined in the paper are examples of best practices in PLA, professional development training models, workplace partnerships, advocacy groups, and PLAR programs to address the needs of aboriginal and minority learners. Two appendices are included -- one a chart of PLAR "happenings" in each Canadian province and territory, and the other a list of PLAR contact persons.

Canadian Association for Prior Learning Assessment. (No date) *CAPLA: An Association for the Advancement of PLA in Canada. A National Organization with an International Perspective*. Deseronto, Ont.: CAPLA. [6 pages]

Canadian Labour Force Development Board. (1996) *Improving Training and Access to Employment Through Prior Learning Assessment and Recognition. A Policy Paper With National Implementation Strategy and National PLAR Standards Recommended By the CLFDB*. Ottawa: CLFDB.

Canadian Labour Force Development Board. (July 1996) *PLAR National Implementation*

Strategy and Standards: A Policy Paper. Ottawa: CLFDB.

Explores the rationale for a national PLAR implementation strategy. This policy paper, developed by the CLFDB, is in three parts: first, a conceptual discussion of PLAR and its relationship to labour force development; second, a recommended national PLAR implementation strategy; and third, recommended national PLAR standards that reflect the values and assumptions of the labour market partners. The CLFDB, Canada's national training board, advises on the improvement of training and access to employment for the Canadian labour force. The CLFDB's work on PLAR was undertaken by a working group comprised of representatives from all the labour market partners with additional PLAR expertise and extensive constituent consultation. This policy paper is intended to serve as a catalyst for further development of PLAR in Canada.

Canadian Labour Force Development Board. (1995) *Canadian Labour Force Development Board (CLFDB) Consultation Paper on Prior Learning Assessment and Recognition*. Ottawa: CLFDB.

Canadian Labour Force Development Board. Task Force on Transition into Employment. (1994) *Putting the Pieces Together: Toward a Coherent Transition System for Canada's Labour Force: Report*. Ottawa: CLFDB.

185 pages. The Canadian Labour Force Development Board (CLFDB) created the Task Force on Transition into Employment in February 1992 to deal with the policy and program issues surrounding the transition of unemployed people into paid employment. It includes both young people making the transition from school to work and adults re-entering the workforce or entering it for the first time. This report describes the development of a coherent Canadian model for transition into employment. It presents the conceptual framework used as the starting point for the model's development; describes the Canadian environment within which transitions occur and each constituency's views on how transitions work today; and examines in detail each of the elements that form a coherent transition system, including labour market information, income and other support, education, training, career and management counselling, prior learning and skills assessment, and labour market practices. French edition: *Assembler les pièces du casse-tête: Pour un système cohérent de transition vers l'emploi au Canada*.

Canadian Association for University Continuing Education/Ontario Council of University Life-Long Learning. Task Force on Prior Learning Assessment. (January 1995) *Prior Learning Assessment: A Discussion Paper*. CAUCE/OCULL.

Collins, Monica. (1995) *Prior Learning Assessment Report for OCULL. 1995*. Canadian Association for University Continuing Education/Ontario Council of University Life-Long Learning. Task Force on Prior Learning Assessment.

6 pages. In January 1995, the Task Force on Prior Learning Assessment submitted a discussion paper to the executive of CAUCE. The paper was shared with deans and directors of continuing education units across Canada at the February 1995 meeting, when all 13 recommendations were endorsed. This paper summarizes the 13 recommendations and also includes a summary update of PLA activity in Canadian universities, by province, as of October 1995. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Continuing education; Post-secondary education; College d'arts appliques et de technologie; Experience educative; Acces a l'education; Etudiant adulte; Education permanente; Enseignement postsecondaire.

La Commission canadienne de mise en valeur de la main-d'oeuvre. Groupe de travail sur la transition vers l'emploi. (1994) *Assembler les pièces du casse-tête: Pour un système cohérent de transition vers l'emploi au Canada*. Ottawa: La Commission canadienne de mise en valeur de la main-d'oeuvre.

216 pages. Ce document est le rapport du Groupe de travail sur la transition vers l'emploi préparé pour la Commission canadienne de mise en valuer de la main-d'oeuvre. Il se penche sur les politiques et programmes qui ont des répercussions sur la transition vers un emploi rémunéré des personnes qui sont sans emploi ou qui ne font pas partie de la population active. Ce rapport présente un modèle cohérent de transition vers l'emploi et aborde diverses stratégies en matière d'information sur le marché du travail, de soutien du revenu, d'éducation, de formation, de développment de la carrière, d'évaluation des connaissances acquises, et de pratiques sur le marché du travail.

Confederation College. (1989) *The Barriers Project: A Project of Confederation College; Supported by Industry Canada, Confederation College of Applied Arts and Technology*. Thunder Bay, Ont.: Confederation College.

In 1987, the Barriers Project was initiated by Confederation College of Applied Arts and Technology to engage 31 selected community colleges in Canada in an organized self-appraisal of institutional barriers to the enrollment of part-time credit students. From the outset, colleges were encouraged to limit their investigation to barriers over which the college had control. By the end of the first six months, it was clear that all of the colleges, regardless of size, location, and mandate, shared common concerns about improving conditions for part-time learners. The most commonly identified issues included the following: (1) the need for colleges to explore alternative times and locations

for the delivery of programs; (2) the need to market part-time opportunities within the community; (3) the need to provide part-time students with the same services (e.g., counseling, bookstore, cafeteria, and property maintenance) as full-time students; and (4) the need to develop systems for the assessment of prior learning by offering challenge tests, making credits from other post-secondary institutions transferable, and giving credit for experience. Among the specific barriers to enrollment identified by the colleges, 36% were categorized as operational. Barriers included limited course selections, scheduling problems, unavailability of support services, lack of information and communication, poor marketing and advertising, and inadequate counseling, orientation, and remedial services. Another 15.6% of the barriers related to institutional policy, 11% to attitudes, 9.46% to social conditions, and 7.42% to student finances. The project report includes brief descriptions of the methods and findings of the self-assessments of the 31 colleges. Descriptors: Access to Education; Community Colleges; Enrollment Influences; Experiential Learning; Foreign Countries; Part Time Students; Self Evaluation (Groups); Student College Relationship; Student Recruitment; Two Year Colleges; Two Year College Students. Identifiers: Canada.

Council of Ministers of Education, Canada. (1997) *Report on Federal, Provincial, and Territorial Activities Related to the Assessment of Credentials, 1995-96*. Toronto: Canadian Information Centre for International Credentials, CMEC.

Critoph, Ursule. (November 1997) *Looking Back to Look Forward: A Review of PLAR '97* (Conference). Ottawa: Canadian Labour Force Development Board. [7 pages]

Fugate, M., R. Isabelle, and D. LeDuc (April 1994) "Prior Learning Assessment in Canada." In *Prior Learning Assessment in Canada: Report on a Survey Conducted for Human Resources Development Canada*. Robert Isabelle and Associates, Education Consultants, Inc. Ottawa: Human Resources Development Canada.

Human Resources Development Canada. (1994-) *Prior Learning Assessment Newsletter*. Published by Ottawa Occupational and Career Information Branch of Human Resources Development Canada.

Public Works and Government Services Canada. (February 1995) *Communications Strategy and Plan on Prior Learning Assessment for the Occupational and Career Information Branch, Human Resources Development*. Ottawa: Public Works and Government Services Canada.

Thomas, Alan M., and Roslyn Klaiman. (Spring 1992) "The Utilization of Prior Learning Assessment in Canada." *Canadian Journal of University Continuing Education* 18(1), 7-26.

An introduction to the use of Prior Learning Assessment (PLA) in the USA, the UK, and Sweden is followed by a report of the first national study of its utilization in Canada, at all education levels, in the late 1980s. Findings reflect a surprisingly wide-spread use, on an equally widely decentralized basis. However, usage is highly discretionary in terms of faculties, programs, and individual faculty members. Most important, perhaps, is that with the exception of the province of Quebec, at the college level, and British Columbia throughout the educational system, students have no rights to such assessment. Implications of the increase in use of the procedures are discussed from the following points of view: the opportunities for increased flexibility for learners to move in and out of formal education; the increased efficiency in the utilization of teaching resources; the skills and practices required; and the potential of PLA for reforming formal education. Recommendations are explored for the effective further development of PLA. Descriptors: Evaluation practices; Post-secondary education; Surveys; Continuing education; Pratique d'evaluation; Enseignement postsecondaire; Enquete; Education permanente. Identifiers: Postsecondary level; Niveau postsecondaire.

Van Kleef, Joy. (May 1998) "Prior Learning Assessment and Recognition." Paper presented at Education and Life -- Transitions: Third National Forum on Education Conference, St. John's, Nfld., May 28-30.

A reference document coordinated by the Ontario Ministry of Education and Training. The paper provides a definition of PLAR, its potential benefits, an historical overview of PLAR's development in Canada, and a chart on PLAR activities in governments and education/training institutions across the country. Three key issues facing governments, consumers, and direct deliverers are presented: funding for institutions and learners; quality assurance; portability of recognized learning. The paper also includes a discussion of potential collaboration amongst stakeholders across the country.

Van Kleef, Joy. (February 1998) *Report on Phase One of Cross-Canada Study on PLAR.* Submitted to HRDC. [63 pages]

PLAR Policy

1.1.02 Canada: Newfoundland

Clarke, Claude, and Sandra Evans. (October 1995) "Why Re-Invent the Wheel?: Building on the Canadian Experience." Paper presented at Crediting the Past -- Investing in the Future. National Forum on Prior Learning Assessment, Ottawa, Ont.

Newfoundland and Labrador Council on Higher Education. (1995) *Prior Learning Assessment (PLA): A Consultation Paper*. St. John's, NF: Newfoundland and Labrador Council on Higher Education.

8 pages. The pace of change in Newfoundland and Labrador has resulted in the need for people to acquire new skills and competencies and to be able to learn in many environments. Many adults are returning to postsecondary education with knowledge and skills gained through life and work experiences, and some find themselves enroled in courses or programs from which they could be exempted due to prior learning. If the learning is not credited on some formal documentation, the student may not obtain formal recognition. Another avenue of credit recognition, known as prior learning assessment (PLA), is available and being increasingly used by institutions of higher learning. This paper is intended to provide information on PLA and initiate a broad-based consultation process to develop a provincial PLA initiative. The paper reviews PLA in other jurisdictions, PLA methods, quality assurance standards, benefits of PLA, and issues involving PLA. The paper then outlines a proposed PLA initiative and implementation plan. Descriptors: Prior learning; Student evaluation; Connaissances acquises; Evaluation de l'etudiant. Identifiers: Postsecondary level; Niveau postsecondaire.

PLAR Policy

1.1.03 Canada: Nova Scotia

PLA Centre (September 1998). The PLA Centre: A Five-Year Strategic Demonstration Project (1996-2001). Human Resources Development Canada [Brochure]. Halifax, NS: Author.

The founders of this five-year demonstration project had a very timely objective in mind; namely, to provide better assessment and advising support for adults struggling to cope with rapid and unrelenting change. They believed that a closer and more effective linkage had to be forged between current labour market realities and the 'learning imperative' that permeates our lives-whether we are seeking employment, changing jobs, developing career options, keeping up with workplace change, or striving to contribute to our communities. They also believed that a way had to be found to address the crisis of confidence so many people are experiencing, to build practical options and to encourage greater self-sufficiency. In its two-and-a-half years of operation, the PLA Centre has confirmed and exceeded those goals and expectations. The prior learning assessment processes the Centre adopted are focused upon systematic, guided and documented self-assessment of all types of prior learning. This approach has met with widespread interest and extremely positive response. As this report documents, the Centre provides service to a broad cross-section of the general public. It also works with the education and training system that, for many, provides a way forward in their jobs and communities.

PLAR Policy

1.1.04 Canada: New Brunswick

Downey, James, and Aldéa Landry. (January 1993) *To Live and Learn: Report of the Commission on Excellence in Education*. Fredericton: New Brunswick Department of Advanced Education and Labour.

New Brunswick Department of Advanced Education and Labour. (1995) *Prior Learning Assessment at New Brunswick Community College*. Fredericton: New Brunswick Department of Advanced Education and Labour.

7 pages. This document looks at PLA at New Brunswick's Community Colleges. Topics covered are: giving credit for experience, PLA in brief, the assessment process, ensuring the integrity of standards, PLA implementation, contacts.

Nouveau-Brunswick Ministère de l'enseignement superieur et du travail. (1995) *Reconnaissance des acquis au College communautaire du Nouveau Brunswick*. Fredericton: Ministère de l'enseignement superieur et du travail.

7 pages. Ce document porte sur la reconnaissance des acquis au College communautaire du Nouveau-Brunswick. On y aborde les questions suivantes: des credits pour l'experience; la reconnaissance des acquis en bref; processus de l'evaluation; assurer l'integrite des normes; mise en oeuvre de la reconnaissance des acquis; et, personnes-ressources.

New Brunswick Department of Education (1994) *Prior Learning Recognition: A Service for the Trainee*. St. John, NB: Department of Education.

SECTION 1

PLAR Policy

1.1.05 Canada: Prince Edward Island

Holland College, (no date). Distance Prior Learning Assessment Project (Report to the Office of Learning Technologies) [Online]. Available: http://olt-bta.hrdc-drhc.gc.ca/info/online/Hollande.html [1999, January 29].

A working PLAR model was first introduced on PEI, through a pilot project at Holland College in 1997. It evolved from a need for a process that credited learners in a distance education program for skills and knowledge they had acquired through previous work and life experience. Learner profiles in the Business Information Technology Distance Learning Program (BIT-DL) indicated that people had been working in the technology field for years and had acquired many skills identified as learning outcomes in the BIT-DL Program. The PLAR BIT-DL Pilot Project was designed to research, design, develop and implement an effective PLAR process for these learners. This project resulted in the development and implementation of a PLAR process at a distance for adult learners in the Holland College BIT-DL program. The process is easily transferable to other distance and on-campus, competency based, programs at Holland College. Holland College PLAR BIT-DL can be reached at: http://142.87.50.188/plar/index.htm.

PLAR Policy

1.1.06 Canada: Quebec

Dallaire, Helene. (Novembre 1992) "Collaboration entre le Quebec et le Canada francais en reconnaissance des acquis [Reseau national action-education-femmes]/." *Éducation et francophonie: revue d'éducation des communauté* 20, 56-58.

Descriptors: Éducation des femmes; Éducation des adultes; Apprentissage par l'experience; Connaissances acquises; Women's education; Adult education; Experiential learning; Prior learning. Identifiers: Quebec (Province).

Isabelle, Robert. (1987) *Where Does Prior Learning Assessment Stand on an Entrepreneurial Approach on the Part of the Colleges?* Quebec: Fédération des Cégeps.

Isabelle, Robert, and Francine Landry. (1988) "Prior Learning Assessment in Quebec Colleges." In *Assessing Learning: A CAEL Handbook for Faculty*. Eds. Susan Simosko and others. Philadelphia, PA: Council for Adult and Experiential Learning.

Kayembe, Ndia-Bintu. (Janvier 1990) *La reconnaissance des acquis au collegial: Bientot six ans. Rapport d'evaluation*. Montreal: Fédération des cegeps.

Sansregret, Marthe. (October 1986) "Access by Mature Students to Higher Education. The Canadian Experience of Experiential Learning in Higher Education." Paper presented at a conference of the Scottish Institute of Adult and Continuing Education and the Association for Recurrent Education Glasgow, Scotland.

19 pages. Document Type: project description; conference paper. Target Audience: Practitioners. In view of the importance of recognizing and documenting the prior learning of adult students returning to higher education, a project was undertaken to research, construct a system, and write materials for use in assessing the experiential learning acquired by students seeking access to higher education. An extensive research effort was conducted, and a system to oversee the assessment of the prior learning of mature students was proposed. The system provides for assessment by andragogical counselors and assessors who report to a prior learning program director, who in turn

reports to the program's central administration. The system does not award credits for experience as such but rather only for learning outcomes. The identification criteria developed for the program stipulate that the learning must be measurable, college level, applicable outside the specific context in which it was learned, and relatively current. Furthermore, the learning in question must have both a theoretical and applied component, serve as a base for further learning, and show some relationship to the person's degree goal. Projects are now underway in 11 colleges and various universities in Quebec, and a series of materials for use by administrators, counselors, assessors, and students is being developed. The assessment process that was proposed on the basis of the Quebec experience entails having a program director, department chairman, and jury examine a student's complete portfolio and gives students the right to appeal any decision made. Descriptors: Access to Education; Adult Students; Educational Practices; Educational Trends; Evaluation Criteria; Evaluation Methods; Experiential Learning; Higher Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Student Certification; Student Evaluation; Student Experience Identifiers: Canada.

SECTION 1

PLAR Policy

1.1.07 Canada: Ontario

Conseil ontarien des affaires collègiales. Comité consultatif et de coordination sur la reconnaissance des acquis. (1995) *La reconnaissance des acquis: Une réalisation au crédit du réseau collégial: Rapport du Groupe consultatif et de coordination de la reconnaissance des acquis, Février 1993 - Juin 1994*. Toronto: Sécretariat de la reconnaissance des acquis du Conseil ontarien des affaires collègiales, ministère de l'Éducation et de la Formation.

63 pages. Décrit le groupe consultatif et de coordination du programme de reconnaissance des acquis et son mandat: favoriser la création de services et l'élaboration de politiques sur la RDA de qualité dans l'ensemble du réseau collégial, et s'assurer que ces services et politiques offrent un traitement juste et équitable aux étudiants. Discute des activités de RDA dans les collèges, des projets pilotes, du suivi et de l'évaluation, de la formation, des enjeux actuels reliés à et de la planification pour le prochain exercice. Les annexes incluent: des définitions, des lettres, des renseignements sur certains comités et les membres du groupe de travail sur le RAFEO et la RDA. Descriptors: Educational experience; Colleges of applied arts and technology; Access to education; Evaluation. Version anglaise: *Prior learning assessment...* Le masculin est utilisé ici sans préjudice.(from the ERIC database).

Conseil ontarien des affaires collégiales. (1993) *Conseil ontarien des affaires collégiales pour les collèges d'arts appliqués et de technologie de l'Ontario: Rapport annuel, 1er septembre 1992 au 31 août 1993*. Toronto: Le Conseil.

39 pages. Pendant l'année fiscale 1992/3, le Conseil a crée 2 comités pour guider la mise en oeuvre du Conseil des normes et de l'agrément des programmes collégiaux (CNPAC) et du programme de reconnaissance des acquis (PRA) dans les collèges. Il s'agit du Conseil d'établissement du CNAPC et du Comité consultatif et de coordination du PRA. Ce rapport inclut une discussion des mandats de ces 2 Comités. Le Conseil a continué de remplir son rôle de mandataire des collèges lors des négociations collectives, et a participé aux négociations sur le contrat social avec le gouvernement, le SEFPO et le personnel administratif des collèges, pour tenter de trouver des moyens mutuellement acceptables de réduire de 40 millions de dollars le financement des colléges. Le Conseil a aussi commencé une discussion avec le gouvernement sur l'établissement d'un modèle d'administration fiduciaire collective pour le régime de retraite du réseau collégial. De

plus, le Conseil a continué de s'acquitter de ses reponsabilités législatives en ce qui concerne la nomination des membres des conseils d'administration des collèges ou le renouvellement du mandat de leurs membres, et a invité tous les groupes communautaires collégiaux à examiner des questions reliées à la gestion. Titre anglais: *Ontario Council of Regents for Ontario's Colleges of Applied Arts and Technology: Annual Report, September 1, 1992 - August 31, 1993.*

Conseil ontarien des affaires collégiales. (1992) *Conseil ontarien des affaires collégiales pour les collèges d'arts appliqués et de technologie de l'Ontario: Rapport annuel, 1er septembre 1991 au 31 août 1992.* Toronto: Le Conseil.

Durant l'année fiscale 1992/3, le Conseil a travaillé sur 2 initiatives majeures, résultat de "Vision 2000, Qualité et possibilités (le rapport du Conseil ontarien des affaires collégiales en matière de politique et de planification, 1988): le CNAPC (Conseil des normes et de l'agrément des programmes collégiaux), qui serait responsable d'élaborer des normes provinciales pour les programmes collégiaux et un méchanisme des programmes. Le PRA, pour sa part, établirait un méchanisme pour l'évaluation et la reconnaissance, au niveau collégial, des compétences et connaissances acquises à travers le travaille et autres expériences. De plus, le Conseil a continué à exécuter ses responsabilités dans le domaine de l'administration des ressources humaines et des négociations en vue d'un contrat collectif; a nommé des représentanta au conseil d'administration du collége; a élargit le rôle du comité des affaires francophones; a présenté un rapport sur le harcèlement et al discrimination dans les collèges d'art appliqués et de technologie de l'Ontario; et a crée un Comité exécutif. Titre anglais: *Ontario Council of Regents for Ontario's Colleges of Applied Arts and Technology: Annual Report, September 1, 1991 - August 31, 1992.*

Conseil ontarien des affaires collegiales. Comité consultatif sur la reconnaissance des acquis. (1992) *Reconnaissance des acquis: faciliter l'accès des collèges ontariens aux apprenants adultes: document de travail.* Toronto: Le Comité.

66 pages. Explique que le programme de reconnaissance des acquis (PRA) est un systeme qui evalue la formation obtenue a l'exterieur des colleges et la compare avec celle acquise par le biais de cours et programmes collegiaux. Souligne qu'il permet aux candidats adultes, qui peuvent demontrer ou prouver qu'ils ont atteint les objectifs d'un cours donne, d'obtenir des credits collegiaux officiels. Vise a rendre le reseau collegial plus souple et plus efficace et a encourager les adultes a poursuivre leurs etudes ou leur formation, leur experience etant prise en consideration et la periode d'etudes etant ecourtee. Ce document de travail est le fruit des efforts deployes depuis quelques mois par le Comite consultatifs sur la reconnaissance des acquis. Il propose un modele de PRA pour les colleges de l'Ontario, explique certains enjeux sur le plan scolaire et financier qui

influent sur l'elaboration d'un PRA et propose les directions que pourraient prendre ces enjeux. Le Comite a etudie 4 principales categories de methodes de reconnaissance des acquis: examens d'evaluation; tests normalises; evaluation de cours ou de programmes; et le portfolio (recueil de documents produits par les candidats afin de prouver leur experience et d'analyser et d'organiser les competences et connaissances acquises). Descriptors: Advanced standing; Prior learning; Admission criteria; Equivalence; Connaissances acquises; Criteres d'admission. Identifiers: College level; Niveau collegial.

Conseil ontarien des affaires collegiales. Comité consultatif sur la reconnaissance des acquis. (1992) *Reconnaissance des acquis: faciliter l'accès des collèges ontariens aux apprenants adultes: rapport final*. Toronto: Le Comité.

68 pages. Explique que ce rapport decrit la strategie du Programme de reconnaissance des acquis (PRA) s'appliquant a la premiere phase de 3 ans qui commencera en janvier 1993, et qu'il approfondit les discussions et arguments enonces dans le document de travail. Explique que la reconnaissance des acquis part du principe que beaucoup d'adultes acquierent des connaissances et des competences par l'experience professionnelle, par le biais d'activites communautaires, et faisant du benevolat, en suivant des course non collegiaux ou en faisant des etudes independantes. Le PRA permet d'evaluer les acquis et d'en faire le lien avec les cours et les programmes dispenses dans les etablissements d'enseignement traditionnels. Grace au PRA, les candidats adultes qui peuvent prouver qu'ils ont atteint les objectifs d'un cours donne et fournir des pieces justificatives, peuvent d'obtenir des credits collegiaux officiels. Discute des methodes d'evaluation des acquis, des questions portant sur les politiques collegiales, de la structure organisationnelle, et des considerations financieres. Les annexes offrent une liste des membres du Comite consultatif du PRA, ses projets pilotes, les consultations, les sigles, et un sommaire des recommandations. Descriptors: Advanced standing; Admission criteria; Access to education; Colleges of applied arts and technology; Equivalence; Criteres d'admission; Acces a l'education; College d'arts appliques et de technologie; Ontario.

Conseil ontarien des affaires collegiales. Comité directeur de Vision 2000. (1990) *Vision 2000: Qualité et possibilités: Rapport final de Vision 2000: Examen du mandat*. Toronto: Ministère des Collèges et Universités.

183 pages. Ce document traite de l'avenir des collèges et de leurs formations et tente de stimuler le débat sur le futur de l'Ontario et d'encourager un processus de planification. Il se compose des chapitres suivants: Introduction: le processus de Vision 2000; Le besoin de renouveau (création des collèges, un nouvel environnement, évolution du système, le défi du changement); Un nouveau mandat (qualité et possibilités, un mandat pour l'avenir

et exécution du mandat); Partenariat de la qualité (définition des termes, réorientation du programme d'études, nominalisation à l'échelle du réseau, révision du programme, conseil de normalisation des programmes et titres collégeaux); Servir les collectivités: une diversité de besoins; Les liens avec le monde de l'éducation; Travail de l'équipe; Investir dans les éducateurs, programmes et modes d'enseignment des collèges; Rôle des conseils d'administration des collèges et du Conseil ontarien des affaires collégiales; et, Point de départ pour favoriser le changement.

Conseil ontarien des affaires collegiales. Comité directeur de Vision 2000. (1990) *Vision 2000: Qualité et possibilités: Sommaire: Rapport final de Vision 2000: Examen du mandat.* Toronto: Ministère des Collèges et Universités. [46 pages]

Council of Ontario Universities. PLA Working Group. (February 1996) *PLA: Issues and Opportunities for Ontario's Universities.* Toronto: COU.

Government of Ontario. Ministry of Education and Training. (1996) *Excellence in Education: High School Reform. A Discussion Paper.* Toronto: Ministry of Education and Training.

29 pages. Explains the rationale behind educational reforms such as competing in today's ever-changing society, improving the quality of education at the secondary level, and a brief history detailing why reforms are necessary. Outlines the reforms including: eliminating the extra year of high school, and establishing higher and clearer standards. Outlines the 4 proposed series courses including transfer courses, and courses to prepare students for university. Discusses a prior learning assessment process, a teacher-advisor system, the role and use of student transcripts, and the need for developing new partnerships for better education. Identifies 4 areas of consultation that require further discussion: how grade 9 students will fit into the new program; what proportion of courses should be compulsory, and which courses they should include; the function of co-operative education and work experience in relation to the academic program; and the role of provincial testing. Includes a public response questionnaire. Descriptors: Secondary schools; Educational change.

Government of Ontario. Ministry of Education and Training. Prior Learning Assessment Advisory and Coordinating Group. (November 1994) *Prior Learning Assessment Update.* Presentation to the College Standards and Accreditation Council.

Ontario Council of Regents for Colleges of Applied Arts and Technology. (1995) *Ontario Council of Regents: Annual Report: September 1, 1994 - March 31, 1995.* Toronto:

Ontario Council of Regents for Colleges of Applied Arts and Technology.

94 pages. Covers: policy advice (harassment and discrimination prevention, restructuring, French-language initiatives); governance; human resources; other activities (premier's awards, office for Eastern and Central European initiatives); prior learning assessment (PLA); the College Standards and Accreditation Council (CSAC). Presents financial statements (annual expenditures by activity area 1993-94 and 1994-95, and annual expenditures by account 1993-94 and 1994-95). Descriptors: Colleges of applied arts and technology.

Ontario Council of Regents for Colleges of Applied Arts and Technology. (1995) *Prior Learning Assessment in Ontario's Colleges: An Overview*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

19 pages. This overview of prior learning assessment in Ontario's colleges describes the background to and the framework for implementation in the province. It outlines the mandate and membership of the PLA Advisory Coordinating Group and the implementation principles adopted by the Group in February, 1994. Appendices include: a flow-chart for the PLA process and a list of facilitators in Ontario colleges, with telephone, fax and email address. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students.

Ontario Council of Regents for Colleges of Applied Arts and Technology. (1993) *The Ontario Council of Regents for Ontario's Colleges of Applied Arts and Technology: Annual Report: September 1, 1992 - August 31, 1993*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

31 pages. During the 1992/3 fiscal year, the Council created 2 boards to guide the implementation of the work of the College Standards and Accreditation Council (CSAC) and Prior Learning Assessment (PLA): the CSAC Board and the PLA Advisory and Coordinating Group. This report includes a discussion of the mandates of these boards. The Council also continued to fulfill its role in collective bargaining and entered into Social Contract negotiations with the government, OPSEU staff and college administration staff to attempt to find mutually acceptable means of reducing funding to the colleges by $40 million. The Council also began discussion with the government towards the establishment of a joint trustee model for the college system pension plan. In addition, the Council continued to appoint governors to the college boards and invited all college community groups to provide input for a broad review of governance issues. Descriptors: Colleges of applied arts and technology; Collective bargaining. English and French; French title: *Le Conseil ontarien des affaires collègiales pour les collèges d'arts appliqués et de technologie de l'Ontario: rapport annuel: 1er septembre 1992 au 31 août*

1993.

Ontario Council of Regents for Colleges of Applied Arts and Technology. (1992) *The Ontario Council of Regents for Ontario's Colleges of Applied Arts and Technology: Annual Report: September 1, 1991 - August 31, 1992*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

27 pages. During the 1992/3 fiscal year, the Council worked on 2 major initiatives resulting from "Vision 2000, quality and opportunity" (the report of the Council of Regents in 1988): the College Standards and Accreditation Council (CSAC), to be responsible for the development of provincial program standards and a process for system-wide program review, and Prior Learning Assessment (PLA), to establish a system and process to evaluate and give credit to learners for college-level learning acquired through work and other experiences. In addition, the Council continued to carry out its responsibilities in the areas of human resources management and collective bargaining; appointed representatives to college boards of governors; expanded the role of the Francophone Affairs Committee; convened the Harassment Task Force, which submitted its report to the Minister; and created an Executive Committee. Descriptors: Colleges of applied arts and technology; Collective bargaining. English and French; French title: *Le Conseil ontarien des affaires collègiales pour les collèges d'arts appliqués et de technologie de l'Ontario: rapport annuel: 1er septembre 1991 au 31 août 1992.*

Ontario Council of Regents for Colleges of Applied Arts and Technology. (January 1990) *Vision 2000: A Review of the Mandate of the Colleges of Applied Arts and Technology. Background Papers*. Toronto: Ministry of Colleges and Universities.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (February 1996) *Evaluating Non-College Programs and Awarding Academic Credit: A Draft Report*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1993) *PLA Policy Discussion on Transcription*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

12 pages. This paper discusses the scope of PLA grading and transcription policy, whether it should be local or system-wide, and the actual grading and transcription of PLA credits. The paper notes that policy development is required in these areas because

the Ontario education ministry has not addressed recommendations that credits gained through PLA be graded and transcribed similarly through credits earned through course work. The paper lists possible policy objectives and discusses the scope and urgency of the issue, key stakeholders, factors of principle, access, equity, and consistency, quality and accountability, and the current situation. The paper also notes the two potentially conflicting views of the purpose of a transcript and lists options on the issues under discussion. Descriptors: grading; transcripts; prior learning; educational policy; notation.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1992) *Prior Learning Assessment: Enhancing the Access of Adult Learners to Ontario's Colleges: Final Report to the Minister of Colleges and Universities from the Ontario Council of Regents' Prior Learning Assessment Advisory Committee*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

75 pages. This report outlines an implementation strategy for prior learning assessment (PLA) in the initial phase, namely for the first 3 years beginning January 1993, and that it builds on the discussions and arguments put forward in an earlier discussion paper. Explains that PLA is based on the premise that many adults acquire skills and knowledge through work experience, community activities, volunteer work, and non-college and independent study. A PLA system evaluates this learning and relates it to courses and programs at formal educational institutions. Using PLA, adult candidates who can demonstrate or document that they have achieved the objectives of a given course, may be given formal college credit. Covers PLA methods, academic policy issues, organizational structure, and financial considerations. Appendices list PLA advisory committee members, PLA pilot projects and consultations, acronyms, and a summary of recommendations. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education. Includes bibliographical references. French version: *Reconnaissance des acquis....*

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (April 1992) *Prior Learning Assessment: Enhancing the Access of Adult Learners to Ontario's Colleges: A Discussion Paper*. Toronto: PLA Advisory Committee.

57 pages. A prior learning assessment (PLA) system evaluates learning obtained outside the college system and relates it to college courses and programs. Using PLA, adult candidates who can demonstrate or document that they have achieved the objectives of a given course may be given formal college credit. PLA seeks to enhance the flexibility and efficiency of the colleges while encouraging adults to further their education and training by respecting adults' experience and reducing the time needed to complete a

program. This discussion paper proposes a model for a PLA system for Ontario's colleges, outlines some of the academic and financial issues that surround the development of PLA, and proposes some directions. The paper examines four major categories of PLA methods: challenge exams, standardized tests, course or program evaluations, and portfolios of experience and skills developed by candidates. The paper also proposes a PLA coordinating and advisory council. French ed: *Reconnaissance des acquis....*

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Steering Committee. (1995) *Information Systems for Prior Learning Assessment (PLA) Support: Discussion Paper*. North Bay, Ont.: Canadore College.

148 pages. Focusing on the Prior Learning Assessment (PLA) policies in Ontario, this report recommends that a central repository be established to collect PLA data on students entering the College system. It includes a proposed information systems architecture known as the Prior Learning Assessment Information Systems (PLAIS), to be utilized for PLA tracking. Outlines processes currently used by the Ontario College Application System (OCAS), the local colleges' Student Information Systems (SIS), and the Ontario College Information System (OCIS). Suggested pathways for prospective PLA candidates and students further explain the proposed processes. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Data collection; Adult students; College d'arts appliques et de technologie; Experience educative; Acces a l'education; Collecte des donnees; Etudiant adulte.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (1995) *Prior Learning Assessment: A Credit to the College System. Report of the Prior Learning Assessment Advisory and Coordinating Group, February 1993 - June 1994*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

58 pages. Describes the Prior Learning Assessment Advisory and Coordinating Group (PLA Group) and its mandate: to facilitate the development of PLA services and policy of consistently high quality across the college system and to ensure that such services and policies treat students fairly and equitably. Discusses activities at colleges, pilot projects, policy development across the college system, monitoring, training, major issues of implementation, and plans for the coming year. Appendices include definitions, letters, membership lists for associated groups, and other background information. Also published in French under the title: *La reconnaissance des acquis: une realisation au credit du reseau collegial*. Descriptors: Educational experience; Colleges of applied arts and technology; Access to education; Evaluation.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1993) *PLA Policy Discussion on Transcription*. Draft. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

12 pages. Discusses the scope of prior learning assessment (PLA) grading and transcription policy (whether it should be local or system-wide) and the actual grading and transcription of PLA credits. Notes that policy development is required in these areas because the Ministry has not addressed the Committee's recommendation that credits gained through PLA be graded and transcribed similarly to credits earned through course work. Lists possible policy objectives and discusses the scope and urgency of the issue, key stakeholders, factors of principle, access, equity and consistency, quality and accountability, and the current situation. Perceives two potentially conflicting views of the purpose of a transcript: both agree that it should report a student's college-level learning achievements by referencing the subject of study and level of achievement, but differ on whether it should include the context of the learning. Lists options on the 2 policy issues under discussion. Also identifies sub-issues and time line considerations. Descriptors: Educational experience; Grading; Transcripts; Colleges of applied arts and technology.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1993) *Recommendations on Challenge Processes* [Report] (November 22, 1993). Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

11 pages. In this paper for Prior Learning Assessment Committee discussion, the terms "prior learning assessment", "course", "challenge process" and "eligible for challenge" are defined and discussed. The paper recommends that each definition presented here (as attachments a, b, c and d) be recommended to the Minister for adoption. "Challenge process" is defined as a method of assessment other than portfolio, administered under supervision and used to measure an individual's learning achievement against specific courses' learning statements. It measures demonstrated learning through a variety of written and non-written evaluation methods, for the purpose of awarding credit without requiring enrolment in a course. The paper also makes recommendations about the PLA committee's actions regarding college preparation of courses for challenge. It makes recommendations on adoption of the definitions by the Ontario Ministry of Education and on meeting a goal to have 50% of Ontario college courses eligible for challenge. Under the defined challenge process, an individual with prior learning experiences could have such learning measured against specific courses' learning statements for the purpose of awarding credit without requiring enrolment in the course. Includes sample course analysis sheet. Descriptors: Educational experience; Admission criteria; Colleges of applied arts and technology.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Committee, Francophone Sub-Committee. (1993) *Report from the Francophone Sub-Committee*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

2 pages. Reports on the first meeting, October 18, 1993, of the Francophone Sub-Committee of the Prior Learning Assessment (PLA) Committee of the Ontario Council of Regents. The sub-committee reviewed a draft mandate and decided to develop a vision for French-language PLA services. Members also considered a French-language college network project to coordinate the development of PLA services among bilingual colleges, and made recommendations on this subject. Descriptors: Educational experience; Francophones; Colleges of applied arts and technology.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Vision 2000 Steering Committee. (1990) *Vision 2000: Quality and Opportunity: The Final Report of Vision 2000: A Review of the Mandate*. Toronto: Ministry of Colleges and Universities.

174 pages. This is the final report of the Vision 2000 Steering Committee. Organized by the Ontario Council of Regents, Vision 2000 reviewed the mandate of the province's colleges of applied arts and technologies. Its findings are based on the issues and recommendations set out in the reports of its 5 study teams, each of which focussed on a different aspect of the college system and on different constituencies. The report comprises 10 chapters, incorporating a total of 40 recommendations. An introductory chapter is followed by: a review of the original mandate given to the colleges in the 1960s; a discussion of the new environment in the 1990s; and a description of how the system has developed over the years and the major challenges now facing it. Chapter 3 discusses the major objectives for change in the college system and proposes a renewed mandate for the future. Chapter 4 looks at the issues surrounding the quality of a college credential. It addresses the characteristics and processes pertaining to the generic skills and general education content of programs, as well as system wide standards and program review. Chapter 5 examines the opportunity to participate in college education. It focuses on meeting the diverse needs of communities, including the issues of equity, helping unprepared students, and providing adult basic education programs. Chapter 6 proposes ways of strengthening the links across the educational spectrum through a system for prior learning assessment, a provincial body for coordinating secondary school-college links, and an institute for advanced training. Chapter 7 discusses the importance of more system wide strategic planning, the sharing of specialized resources, and coordinated government funding. Chapter 8 deals with the need to enhance human resource development in the college system. Chapter 9 summarizes the expectations of Vision 2000 for local college boards of governors and the Council of Regents. Chapter 10 discusses the next steps required for implementation of Vision 2000's strategies.

Appendices contain lists of Vision 2000 study team members and background papers, as well as a selected bibliography and a summary of recommendations. Descriptors: College education; Colleges of applied arts and technology; Future; Prediction; Educational objectives; Continuing education.

Ontario Public School Boards' Association. (1990) *Submission to Commission of Inquiry on Canadian University Education*. Toronto: Ontario Public School Boards' Association.

Position paper. OPSBA is concerned that the effects of inadequate funding are a major barrier to access and success of students and contribute to dropping out due to large class size and inadequate student-teacher communication. The welcoming of global activities and foreign students is a moral imperative; however, in Canada, social groups such as native Canadians, visible minorities, and the disabled are under-enrolled and increased participation rates of women in some fields are relatively small due to university pre-requisite barriers. Part-time learning needs development, particularly for professional and post-graduate programs, with prior learning assessment fairly applied to part-time students. Student workload and methods of evaluating student achievement need examination and greater emphasis placed on improved teaching methods. Addresses improvement of the prestige of teaching and teachers at universities; measures to improve faculty teaching methods; relevance and curriculum; coordination and cooperation; and the impact of universities on the quality and practices of secondary schools and improving coordination between them. 20 pages. Descriptors: Universities; University teachers; Educational quality; Educational finance; Class size; International students.

PLAR Policy

1.1.08 Canada: Manitoba

Millar, Robin. (1998) *Alternative Models of Learning and Accreditation: A Workplace Training Event.* Winnipeg: Prior Learning Assessment Centre. [30 pages]

PLAR Policy

1.1.09 Canada: Saskatchewan

Saskatchewan Post-Secondary Education and Skills Training. (1997) *Saskatchewan Training Strategy: Bridges to Employment.* Regina: Saskatchewan Post-Secondary Education and Skills Training.

PLAR Policy

1.1.10 Canada: Alberta

Alberta Advanced Education and Career Development. Adult Skills Alberta. (March 1998) *A Guide for Prior Learning Assessment and Recognition with Adult Development Clients.* Alberta Advanced Education and Career Development.

Alberta Council on Admissions and Transfer. (June 1998) *Prior Learning Assessment and Recognition: Policies and Procedures at Selected Post-Secondary Institutions.* Edmonton: Alberta Council on Admissions and Transfer.

Includes policies from selected public colleges, technical institutes, vocational colleges, private university colleges, and universities.

Alberta Council on Admissions and Transfer. (March 1997) *Recommended Practices for Officially Recording the Evaluation and Recognition of Prior Learning.* Edmonton: Alberta Council on Admissions and Transfer.

Alberta Council on Admissions and Transfer. (December 1995) *Recognition of PLA Committee, Terms of Reference,* and *Principles and Standards for Recognition of Prior Learning.*

Government of Alberta. Task Force on the Recognition of Foreign Qualifications. (1992) *Bridging the Gap: A Report of the Task Force on the Recognition of Foreign Qualifications. Summary Report.* Edmonton: Government of Alberta. [23 pages]

University of Alberta. (April 1985) *Report of the Progress Review Committee, Task Force on Mature Students, The University of Alberta.* Edmonton: Senate of the University of Alberta.

26 pages. Document Type: project description. Responses by various University of Alberta offices to recommendations of the Senate Task Force on Mature Students are detailed. "Mature student" is used to refer to students 23 years old or older. Attention is directed to: support services (library, offices, bookstore); choice of courses in the

evening; residency requirements; registration; credit by special assessment; study space; finances; skill improvement; upgrading and remediation; alternate routes of entry; clearance of matriculation deficiencies; admission to quota faculties; orientation and general information services; and counseling services for mature students. Significant strides were made in the area of orientation and general information services for mature students, and a half-time appointment of a mature student adviser was completed. Although library hours were slightly extended, financial constraints prevented Deans' offices being kept open during the noon hours and also made it impossible to provide additional study space in the evenings, and to offer more evening credit courses. A survey indicated that very few students were aware of the credit by special assessment. Also included in this report are a letter summarizing the work of the Progress Review Committee and a brief seminar paper on the mature student. Descriptors: Academic Advising; Adult Students; Advisory Committees; Ancillary School Services; Basic Skills; Change Strategies; College Admission; Evening Programs; Financial Problems; Foreign Countries; Higher Education; Information Sources; Prior Learning; Remedial Programs; Residence Requirements; School Orientation; School Registration; Student Needs; Student Personnel Services; Study Facilities Identifiers: University of Alberta (Canada).

SECTION 1

PLAR Policy

1.1.11 Canada: British Columbia

British Columbia Council on Admissions and Transfer. (February 1995) *Prior Learning Assessment: A British Columbia Update*. Vancouver: BCCAT.

Contents include: BCCAT activities reflect growing PLA interest; training for PLA implementation; an inventory of PLA activity in BC; system planning; at the Ministry of Skills, Training, and Labour; next steps for PLA in BC; PLA handbooks; PLA contacts directory.

British Columbia Council on Admissions and Transfer. (December 1994) *Prior Learning Assessment: An Inventory of Activity in B.C. Post-secondary Institutions*. Victoria: BCCAT.

British Columbia Ministry of Education, Skills, and Training. (1996) *Charting a New Course: A Strategic Plan for the Future of British Columbia's College, Institute, and Agency System*. Victoria: Ministry of Education, Skills, and Training.

This strategic plan for the college, institute, and agency system, has been developed to ensure that all British Columbians are prepared to participate in today's changing society; find productive employment in a competitive labour market; have opportunities for continuous learning; and receive value for the investment made in public and post-secondary education and training. The plan recommends implementing system wide approaches to complement the strengths and diversity of individual institutions and to promote responsive, flexible, and high quality program delivery. The fundamental values and strengths of the existing college, institute, and agency system are central to the strategic plan. The plan is the result of ongoing collaboration between the Ministry of Education, Skills and Training, and organizations in the college, institute, and agency system, working through a provincial steering committee composed of institutional presidents, board members, faculty, students, and government representatives.

Centre for Curriculum, Transfer, and Technology. (December 1997) *Report of the Working Committee on Public-Private Articulation Agreements*. Victoria, B.C.: CCTT.

Matthews, Carol. (September 1997) "Prior Learning Assessment: Where We Are Now." *Learning Quarterly* 1(3), 14-16.

Matthews, Carol. (1997) "Prior Learning Assessment in British Columbia." *Learning Specialist Association of British Columbia Digest* 12(1), 3-6.

Simosko, Susan. (September 1997) "B.C. Trends in Prior Learning Assessment: Where are We Going?" *Learning Quarterly* 1(3), 7-9.

Simosko, Susan. (1995) *Prior Learning Assessment and Educational Reform: A Vision for Now.* Victoria, BC: Centre for Curriculum and Professional Development; British Columbia Council on Admissions and Transfer.

39 pages. This paper presents a vision of what the education and training system in British Columbia would need to look like in order to fully embrace the concept of prior learning assessment (PLA). The paper considers PLA as a tool offering a range of flexible assessment options and strategies to promote the learning and development of individuals regardless of their background, program area, or academic or vocational aspirations. Each section of the paper is introduced by a scenario that takes place sometime in the future in which institutions have become truly learner-centred and actively promote the learning and development of everyone from students to staff to faculty to managers. The first section introduces the PLA concept and reviews its status in British Columbia. The second examines the critical issues in creating system-wide change and reviews the sort of change that will be required in the move to a system based on flexible assessment and outcomes. The final section suggests a series of action points that, along with other initiatives, will begin to create the vision of a new learning system in the province. Descriptors (major): Experiential Learning; Females; Prior Learning; Reentry Students; Self Evaluation (Individuals); (minor): Adult Development.

SECTION 1

PLAR Policy

1.2.1 Europe: United Kingdom

Assessment of Prior Learning: Making Experience Count [videorecording]. (1992) J. Storan, Producer. Thames Valley Enterprises.

This training video is a unique introduction to APL, highlighting the ways in which it has been applied in a variety of different contexts. The video covers a range of vocational and educational qualifications. The key stages of APL are clearly described as well as the advantages for individuals, education and training providers and employers.

Bailie, S. H. (1998) "Systems of APEL: A Six Point Typology." In *Strategic Models of Lifelong Learning: The Method of APEL.* Ed. Bailie, S.H. and O'Hagan, C. Belfast, 27 - 35.

Bailie, S., Velia O'Hagan, and Gerry McAleavy (November 1998). Bridging the Gap between Formal and Informal Learning–Accrediting Prior Experiential Learning in Higher Education (University of Ulster, Jordanstown, Northern Ireland–Internet conference paper) [Online]. Available: http://www.mcb.co.uk/services/conferen/nov98/vuj/background_paper.htm.

Higher education is not exempt from the rapidly changing climate of modern times and evaluations such as the latest review of higher education in the United Kingdom. Changes, including easier access and greater opportunities in higher education are beginning to affect the learning culture, learning organizations and employment markets across the province and indeed the rest of Europe. This paper aims to demonstrate how APEL may be used in various ways by institutions and learners by including new tolls for assessment and flexible approaches to accreditation. A six-point typology will be presented as a set of methodologies for APEL in higher education. Each method will be explored against traditional models of APEL practice in the UK whilst corresponding to other international approaches.

Baker, Barry R. (1991) "MCI Management Competencies and APL: The Way Forward for Management Education, Training and Development?" *Journal of European Industrial Training* 15(9), 17-26.

Document Type: journal article; position paper. Examines assumptions about Britain's Management Charter Initiative (MCI) -- a competency-based approach to management education. Explores delegate motivation, significant in the process of accrediting prior learning. Descriptors: Administrator Characteristics; Administrator Education; Adult Education; Certification; Competency Based Education; Credentials; Foreign Countries; Formative Evaluation; Management Development; Minimum Competencies; Prior Learning; Training. Identifiers: Great Britain; Management Charter Initiative. ISSN: 0309-0590.

Banks, Sarah. (October 1993) "Accrediting Prior Learning for a Professional Qualification: Lessons from Community Work." *Adults Learning* (England) 5(2), 39-41.

Document Type: position paper; journal article. An accreditation program for community workers uses accreditation of prior learning (APL) as a means of awarding full professional qualifications in community work. However, APL may be waning in the context of professional higher education. Descriptors: Credits; Employment Qualifications; Extension Education; Foreign Countries; Higher Education; Prior Learning; Professional Education; Public Service. Identifiers: Great Britain. ISSN: 0955-2308.

Butler, Linda. (1993) "The Assessment of Prior Learning: Relating Experience, Competence, and Knowledge." In *Disaffection and Diversity: Overcoming Barriers for Adult Learners*. Ed. Judith Calder. Bristol, PA: Falmer Press, 159-169.

In this chapter, which looks at relating experience, vocational competence, and academic knowledge to accreditation through the process known as the Assessment of Prior Learning or APL, the tone and purpose is pragmatic rather than philosophical. The chapter covers what the Assessment of Prior Learning is, how it is done and how far practice is established. It also covers how far, if at all, APL offers new ways and means for adults to obtain credible recognition for what they have learned outside formal education and training. This issue is addressed specifically in relation to women's access to accreditation. ISBN: 0-75050-117-X; ISBN (paperback): 0-75050-118-8.

Day, M., and C. Edwards. (1998) *The Factors which May Enhance or Inhibit the Use of Occupational Standards as a Complement to the Continuing Professional Development of Health Care Practitioners*. Leeds: National Health Service Executive.

Within the National Health Service (NHS) purchasers of education and training are concerned with determining an effective and economic means of developing practitioners to a standard that is acceptable to managers, patients and other users of the service. To

this end the National Health Service Executive (NHSE) are encouraging the use of occupational standards from NVQs within continuing education programmes, in the belief that practitioners will be able to demonstrate fitness for purpose, as well as fitness for practice. This approach is controversial, and has met with resistance from statutory and professional bodies. This qualitative study, commissioned by the NHSE, identifies the factors which may enhance or inhibit the use of occupational standards within continuing professional education, and makes recommendations for programme development within NHS Trusts. Semi-structured interviews with education advisers, course leaders and health care managers revealed a typology of beliefs and opinions regarding the use of occupational standards in continuing education programmes. This typology was confirmed by a subsequent survey with interview participants, and a series of workshops held with health care practitioners. The survey with interview participants also identified factors which might enhance or inhibit the implementation of competence based curricular. These factors were used as underpinning principles to evaluate a competence based continuing education programme within an NHS Trust. The results of this evaluation revealed an "implementation gap", which identified some difference between the policy and practice of workplace assessment. This gap is explained by the need for NHS staff to fulfil the professional requirements of their work, which has priority over the technical requirements of workplace assessment. Although the study demonstrates that the programme under evaluation was successful from the employers' point of view, it concludes that the use of occupational standards in continuing professional education may be problematic, as they may not reflect the language and culture that currently exists within the NHS.

Doyle, Mike, and Iain Jones. (June 1995) "Moving APL From the Margins to the Mainstream: Developing a Model of Policy and Practice." *Adults Learning* 6(10): 291-292.

Evans, Norman. (1992) *Experiential Learning: Its Assessment and Accreditation*. New York: Routledge, Chapman, and Hall.

230 pages. Document Type: book. This book explores in detail the ways in which the assessment and accreditation of prior and current experiential learning are being practiced in higher education, further education, community and voluntary provision, training organizations and employment, provision for the unemployed, and updating and retraining. It is arranged in three parts. Part I is an account of the author's involvement in the development of the overall field of assessment of prior experiential learning (APEL) in Britain during the 1980s. It shows how APEL has progressed over 10 years into a day-to-day concern for policymakers and providers of formal courses and training and development programs in many sectors. Part II is an account of the developments in APEL at the end of the decade in higher education and further education. This part gives an insight into how APEL can be used with other economic and social developments to

improve the organization and provision of opportunities for learning at the postsecondary stage. Part III uses what has been learned experientially as a launching pad for ideas about future developments. This part looks at underlying tensions, postindustrial training, and access as a two-way street. Appendixes include endnotes by chapter, a 50-item selected reading list, and an index. Descriptors: Adult Education; Educational Certificates; Educational Development; Evaluation Methods; Experiential Learning; Foreign Countries; Postsecondary Education; Prior Learning; Student Certification; Vocational Education. Identifiers: Great Britain.

Evans, Norman. (May 1983) *Curriculum Opportunity: A Map of Experiential Learning in Entry Requirements to Higher and Further Education Award Bearing Courses. A Project Report.* London, Eng.: Further Education Unit.

98 pages. Document Type: research report. A study examined the policies and practices that higher educational institutions in the United Kingdom have adopted towards experiential learning as a means of fulfilling entrance requirements. Included among the major activities of the project were a comparative analysis of United Kingdom and United States policies and practices with respect to experiential learning and admission into degree programs; a review of the rules and regulations pertaining to admission into degree-awarding higher and continuing educational programs in the United Kingdom; and a survey regarding current policies towards experiential learning that was completed by 177 representatives from various polytechnics, colleges, and institutes of higher learning throughout the United Kingdom. Based on the survey and follow-up interviews, the author of the study concluded that, contrary to belief, most of those contacted do not regularly carry out assessment of experiential learning. Because he found surprisingly few examples of a systematic approach to the assessment of experiential learning, the researcher recommended the establishment of national as well as institutional policies in the area of experiential learning. In addition, he called for regional consortia, expanded educational brokerage services, and pilot schemes to develop and evaluate strategies for the more widespread consideration of experiential learning when evaluating candidates who are applying for admission into degree-granting higher educational programs. Descriptors: Admission Criteria; Certification; College Admission; College Credits; Comparative Analysis; Educational Certificates; Educational Policy; Educational Practices; Experiential Learning; Higher Education; National Surveys; Needs Assessment; Prerequisites; Prior Learning; Program Implementation; Questionnaires; State of the Art Reviews; Student Evaluation; Trend Analysis Identifiers: United Kingdom; United States. Report No: ISBN-0-946469-25-3.

Further Education Unit. (1992) *The Assessment of Prior Learning and Learner Services.* London, Eng.: Further Education Unit.

78 pages. Document Type: non-classroom material. Target Audience: Practitioners. This guide was developed in Great Britain to help colleges develop programs for assessment of prior learning (APL) for adult students. (APL involves careers and educational guidance, access to particular courses despite possible lack of traditional certification, accreditation, formal credit toward a particular qualification, and exemption from course requirements.) The guide is organized in five sections. The first section defines APL and gives some examples of APL in practice. Sections 2 and 3 describe the decisions required of senior and middle managers responsible for strategic planning and resource management. Action planning, use of staff time, and determining cost effectiveness are discussed. Sections 4 and 5 provide guidance to managers of program teams and the teams involved in staff and curriculum development. Issues involved include curriculum requirements, practices in other institutions, off-site evaluation programs, staff development for all staff, and creating networking arrangements with other colleges and employers. Appendixes, about one-third of the document, include graphs showing APL and efficiency gain, a college audit questionnaire, information on APL and student services, a flowchart for student information and student services in APL, a chart of stages in the APL process, and a summary of the process in accrediting prior learning. Descriptors: Academic Records; Adult Students; College Credits; College Programs; Degree Requirements; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Program Development; Student Evaluation. Identifiers: Great Britain. ISBN: 1-85338-242-6.

Further Education Unit. (January 1989) *Assessment, Accreditation and Certification. Two-Year Youth Training Schemes. An Evaluation of LEA Modular Programmes. No. 6.* London, Eng.: Further Education Unit.

7 pages. Document Type: project description; evaluative report. This bulletin is the sixth in a series that provides information on a collaborative project known as MainFrame to develop youth training programs in Great Britain. It describes the assessment procedures used in the youth training programs and examines project progress toward its main objective--the development of a unit credit transfer system--and its relationship to national developments on certification. The bulletin is organized in three sections. The section on assessment describes the Training Inventory form on which is recorded trainee progress, as well as on-the-job and off-the-job training assessment. Next, a section on accreditation focuses on development of a package to accredit trainees for their prior learning and establishment of a unit credit transfer system. The section on certification discusses attempts at articulation with existing schemes to achieve the aim of offering "credible certification" through a unit credit transfer system. A concluding commentary critiques the project's achievements, especially as regards investment of resources. Sample forms are provided. Descriptors: Credits; Foreign Countries; Job Training; Postsecondary Education; Prior Learning; Program Development; Secondary Education; Student Certification; Student Evaluation; Transfer Policy; Transfer Programs; Youth

Programs. Identifiers: Great Britain; Youth Training Scheme. Report No: ISBN-1-85338-098-7.

Further Education Unit. (1989) *Implications of Competence Based Curricula*. London: Further Education Unit.

Geoghegan, Bridget. (Jan./Feb. 1995) "Credit Where Credit is Due." *Business Education Today*, 12-13.

Describes how to gain an NVQ by Accreditation of Prior Learning (APL). Descriptors: National Vocational Qualifications; Portfolios (Background Materials). Identifiers: Accreditation of Prior Learning.

Gorringe, Richard. (1989) "Accreditation of Prior Learning Achievements: Developments in Britain and Lessons from the USA." *Coombe Lodge Report* 21(5).

47 pages. Document Type: serial. This report describes developments in Britain and the United States which enable people to use, in an education or training context, components of their achievements drawn directly from their prior experience. The report is divided into three sections. The first section consists of an account of the present situation in Britain concerning further education of adult learners; the second section offers an account of some American developments in this area; and the final section offers comments on possible applicability of these developments in Britain. The credit awarding process in the United States for prior learning from life experience, usually involving the development of a portfolio, is described. Models of portfolio preparation are highlighted from the Thomas Edison State College of New Jersey, New York's Empire State College and the State University of New York, Brockport; and the University of Maryland. The idea of accrediting prior learning through examination, the possible use of college-level examinations in Britain, and the use of course evaluation and articulation are discussed, as is the development of institutional consortia to provide links between community groups and educational institutions. Descriptors: Adult Education; Adult Learning; Adult Students; Articulation (Education); Continuing Education; Credits; Degrees (Academic); Demonstration Programs; Educational Planning; Equivalency Tests; Experiential Learning; Foreign Countries; Higher Education; Lifelong Learning; Nontraditional Students; Portfolios (Background Materials); Postsecondary Education; Program Development; Reentry Students. Identifiers: United Kingdom; United States. ISSN: 0305-8441.

Hodgkinson, Linda. (1996) Changing the Higher Education Curriculum–Towards a Systematic

Approach to Skills Development (Vocational Qualifications Centre, The Open University). Cambridge: The Burlington Press.

The report presents the findings of a two-year project which was set up to determine the extent to which, and how, the National Council for Vocational Qualifications (NCVQ) framework of core skills could be embedded within the higher education curriculum,, and funded by the (then) Employment Department.

Isabelle, R. (April 1994) "APL in the UK." In *Prior Learning Assessment in Canada: Report on a Survey Conducted for Human Resources Development Canada*. Robert Isabelle and Associates, Education Consultants, Inc. Ottawa: Human Resources Development Canada.

Isabelle, Robert. (May 1989) *A Quiet Revolution in the United Kingdom: New Vocational Training and Qualification Systems Based on Competencies. Mission Report*. Translation from French by K. David Brody. Montreal: Fédération des cégeps.

Llewellin, Nick, and John Newman. (1990) "Accreditation of Prior Learning: The Foundation Stone of NVQ Delivery." In *National Vocational Qualifications and Further Education*. Eds. Mike Bees and Madeleine Swords. London: Kogan Page in association with the National Council for Vocational Qualifications. 200-216.

Accreditation of prior learning is a method of assessment that involves identifying acceptable evidence of an individual's past achievements and matching these with the competence requirements of an NVQ. This chapter looks at a general model of the APL process and goes on to outline Newport and Crosskeys College's approach to APL in the context of a national project to examine APL and to identify factors influencing its effectiveness. Descriptors: Further Education; National Vocational Qualifications; Competence; Prior Learning; Credits. Identifiers: Accreditation of Prior Learning.

Management Charter Initiative. (1992) "Report of the Project to Develop and Pilot Test the Accreditation of Prior Learning for Experienced Managers." In *Embedding Accreditation of Prior Learning, Competence, and Assessment*. Ed. Susan Simosko. Briefing Series No. 7. London: Employment Department.

Manpower Services Commission. (1988) *Credit Where Credit's Due: The Report of the Accreditation of Work-Based Learning Project(s)*. Glasgow: Scottish Vocational Education Council.

National Council for Vocational Qualifications. (1990) *Assessment of Prior Learning in the Context of National Vocational Qualifications*. Research and Development Report No. 7. London: NCVQ.

O'Grady, Martin J. (September 1991) "Assessment of Prior Achievement/Assessment of Prior Learning: Issues of Assessment and Accreditation." *Vocational Aspect of Education* 43(115), 183-189.

Document Type: journal article; position paper. A model for assessing/ accrediting prior learning for the Achievement of National Vocational Qualifications in Britain uses five evidence factors (authenticity, retention, relevance, quantity, and variety), assigns values to the factors, and assesses the resulting value patterns. Descriptors (major): Certification; Evaluation Criteria; Portfolios (Background Materials); Prior Learning; Vocational Education; (minor): Evaluation Methods; Foreign Countries.

Paczuska, A., and Randall, J. (1996) "Using Learning from Work for Progression to Higher Education: A Degree of Experience." *Journal of Vocational Education and Training: The Vocational Aspect of Education* 48(4), 385-92.

Document Type: project description; journal article. The Degree of Experience is a program for accrediting prior learning (APL) at a London university. Advantages for students lacking entry qualifications include admission criteria stated in terms of skills, knowledge, and ability (SKA) rather than credentials; accurate SKA profiles for diagnosing weaknesses; and integration of APL into admissions procedures. Descriptors: Admission Criteria; Credentials; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Student Recruitment. Identifiers: South Bank University (England).

Paczuska A., and I. Turner. (1998) "Records of Achievement in Higher Education: Aims and Outcomes". In *Strategic Models of Lifelong Learning: The Method of APEL*. Ed. Bailie, S.H. and O'Hagan, C. Belfast.

Perker, Henriette, and others. (1994) *Identification et validation des savoir-faire et des connaissances acquises dans la vie et les experiences de travail. Rapport comparatif France/Royaume. Identification and Accreditation of Skills and Knowledge Acquired through Life and Work Experience. Comparative Report of Practice in France and the United Kingdom*. First Edition. Berlin: European Centre for the Development of Vocational Training.

65 pages. Document Type: research report; multilingual/ bilingual materials. In France and the United Kingdom (UK), procedures have been devised to allow the skills and knowledge acquired through life and work experience to be identified and accredited. In France, achievements from social and working life are identified in two ways: the personal and occupational competencies of workers are evaluated through a "bilan de competences" (competence audit) and experiential achievements can be accredited for the award of a diploma or credit toward a diploma. In the UK, these processes are referred to as the accreditation of prior learning (APL) or the accreditation of prior experiential learning (APEL). In France, the law determines the procedures for the audit. In the UK, the APL for vocational qualifications differs from the identification of achievement, since its purpose is to lead to the award of a vocational certificate or diploma. The legal basis for the accreditation in France is a law; no special legislation is necessary in the UK. In France, the composition of the dossier is specified by law. No fixed format for the portfolio is mandated in the UK. In France, the process is expected to be free; in the UK, candidate fees finance it. In both countries, the major partners in APL within higher education are the institutions of higher education. Again, the means by which accreditation is claimed is by preparation of a dossier in France (always) or a portfolio in the UK (usually). (A bibliography list 12 French and 13 English resources. A French language version of the report precedes the English version.) Descriptors: Adult Education; College Credits; Comparative Analysis; Educational Certificates; Educational Legislation; Educational Policy; Experiential Learning; Foreign Countries; Higher Education; Job Skills; Lifelong Learning; Portfolios (Background Materials); Prior Learning; Student Certification; Vocational Education. Identifiers: France; United Kingdom.

Pettitt, Aidan. (1996) "Adults and GNVQs." *Developing Further Education (Further Education Development Agency Report)* 1(4).

59 pages. Document Type: research report. Target Audience: Practitioners. This document is intended for further education colleges in the United Kingdom wishing to extend their General National Vocational Qualification (GNVQ) provision to adults, extend their adult students' options for accreditation, or review the suitability of different qualification routes for adults. It presents information about the development of GNVQ delivery for adult students that was gathered during a 1994 study of the feasibility of offering GNVQs to students aged 19 years or older who are not interested in pursuing higher education. Presented first are brief overviews of the various government-approved certification methods and the research project on which this document is based. In the next two sections, reasons for offering GNVQs to adults are examined and GNVQs are compared with other qualifications. Strategies for marketing GNVQs to adults and recruiting adults to GNVQs are examined in section 4, and guidelines for organizing GNVQ provision for adults are provided in section 5. Section 6 discusses selected aspects of designing GNVQ learning programs (induction programs, teaching strategies, core

skills, assessment, course teams, and evaluation). Concluding the document are a brief conclusion, information about the Further Education Development Agency's (FEDA) GNVQ support program for 1996-97, a list of related FEDA publications, and a glossary. Descriptors: Adult Education; Adult Programs; Adult Students; Curriculum Development; Delivery Systems; Educational Demand; Educational Needs; Feasibility Studies; Foreign Countries; Noncollege Bound Students; Postsecondary Education; Prior Learning; Program Development; Reentry Students; Student Certification; Student Recruitment; Technical Institutes; Vocational Education. Identifiers: Educational Marketing; General National Vocational Qualif (England). ISSN: 1361-9969.

Royal Society of Arts. (1991) *Accreditation of Prior Achievement*. Coventry, Eng.: Royal Society of Arts Examination Board.

Scottish Vocational Education Council. (1992) *Flexibility in Assessment: The Report of the Accreditation of Prior Learning II Project*. Glasgow: SCOTVEC.

Smith, Vernon, and others. (1990) *Drawing on Experience. REPLAN Projects Review*. London and Leicester, Eng.: Further Education Unit, and National Institute of Adult Continuing Education.

99 pages. Document Type: research report. This document reports good practice as learned in Britain's FEU (Further Education Unit) and NIACE (National Institute of Adult Continuing Education) programs aimed at providing educational opportunities for unemployed adults. Section 7 deals with assessment, accreditation, and progression, including portfolios, prior learning, experience in continuing and higher education, experience in informal and community contexts, and transition and progression. The document concludes with descriptions of the 75 projects reviewed. Descriptors: Access to Education; Adult Education; Adult Programs; Articulation (Education); Community Resources; Cooperation; Cooperative Programs; Counseling Services; Curriculum Design; Dislocated Workers; Extension Education; Foreign Countries; Independent Study; Institutional Cooperation; Needs Assessment; Open Education; Outreach Programs; Portfolios (Background Materials); Prior Learning; Unemployment Identifiers: Great Britain. A publication of the REPLAN Programme. Sponsoring Agency: Department of Education and Science, London (England).; Training Agency, London (England).

South East England Consortium for Credit Accumulation and Transfer. (1996) *SEEC Code of Practice for the Assessment of Prior (Experiential) Learning*. Chelmsford, Eng.: South East England Consortium for Credit Accumulation and Transfer.

South East England Consortium for Credit Accumulation and Transfer. (1994) *SEEC Credit Guidelines, Models, and Protocols*. Chelmsford, Eng.: South East England Consortium for Credit Accumulation and Transfer.

Storan, J. (1998) "APEL: From Margins to Mainstream." In *Strategic Models of Lifelong Learning: The Method of APEL*. Ed. Bailie, S.H. and O'Hagan, C. Belfast, 20 - 26.

Storan, J., ed. (1996) *Getting to the Core of APEL: Assessment of Prior Experiential Learning: Issue and Practice*. Chelmsford, Eng.: South East England Consortium for Credit Accumulation and Transfer. [Collection of papers from SEEC's APEL Network Meetings]

Storan, J. (1994) *Assessment of Prior Learning Software Evaluation*. London: South Bank University and The National Council for Educational Technology.

Storan, J. (1988) *Making Experience Count*. London: Learning From Experience Trust.

PLAR Policy

1.2.2 Europe: Ireland

Gallagher, T., Shuttleworth I, and Gray C. (1998) *Educational Achievement in Northern Ireland: Patterns and Prospects.* Belfast: Northern Ireland Economic Council.

McGrath, Denis. (No date) *The Development of Flexible Academic Structures in the Colleges Sector in Ireland.* National Council for Educational Awards, Ireland. [8 pages]

National Council for Educational Awards. (June 1993) *Guidelines for the Implementation of NCEA Policy on Prior Experiential Learning.* Dublin: NCEA.

National Council for Educational Awards. (June 1993) *Prior Experiential Learning: NCEA Policy.* Dublin: NCEA.

National Council for Educational Awards. (No date) *The ACCS Scheme From NCEA.* Dublin: NCEA.

An overview of the NCEA's Prior Experiential Learning credit system.

National Council for Educational Awards. (No date) *Your Life and Work Experience Can Help You to Gain Qualification.* Dublin: NCEA.

4 pages. An introductory pamphlet to the NCEA's Prior Experiential Learning scheme.

PLAR Policy

1.2.3 Europe: France

Barkatoolah, A., and R. Wittorski. (1997) *Acquisition et Transfert des Competences*. Poitiers, France: Centre National d'Engeignement à Distance, Université de Roven.

Colardyn, Danielle. (November 1992) "Certification et equivalence." *International Review of Education* 38(6), 659-671.

Describes policies of educational validation in the context of European integration, finding assessment of prior learning more effective than equivalent degrees. Distinguishes between two types of arrangements in France, certification through diplomas and assessment of competence, and discusses the relative value placed on each in French society.

Isabelle, R., and G. Robin. (April 1994) "PLA in France." In *Prior Learning Assessment in Canada: Report on a Survey Conducted for Human Resources Development Canada*. Robert Isabelle and Associates, Education Consultants, Inc. Ottawa: Human Resources Development Canada.

Perker, Henriette, and others. (1994) *Identification et validation des savoir-faire et des connaissances acquises dans la vie et les experiences de travail. Rapport comparatif France/Royaume. Identification and Accreditation of Skills and Knowledge Acquired through Life and Work Experience. Comparative Report of Practice in France and the United Kingdom*. First Edition. Berlin: European Centre for the Development of Vocational Training.

65 pages. Document Type: research report; multilingual/ bilingual materials. In France and the United Kingdom (UK), procedures have been devised to allow the skills and knowledge acquired through life and work experience to be identified and accredited. In France, achievements from social and working life are identified in two ways: the personal and occupational competencies of workers are evaluated through a "bilan de competences" (competence audit) and experiential achievements can be accredited for the award of a diploma or credit toward a diploma. In the UK, these processes are referred to as the accreditation of prior learning (APL) or the accreditation of prior experiential

learning (APEL). In France, the law determines the procedures for the audit. In the UK, the APL for vocational qualifications differs from the identification of achievement, since its purpose is to lead to the award of a vocational certificate or diploma. The legal basis for the accreditation in France is a law; no special legislation is necessary in the UK. In France, the composition of the dossier is specified by law. No fixed format for the portfolio is mandated in the UK. In France, the process is expected to be free; in the UK, candidate fees finance it. In both countries, the major partners in APL within higher education are the institutions of higher education. Again, the means by which accreditation is claimed is by preparation of a dossier in France (always) or a portfolio in the UK (usually). (A bibliography list 12 French and 13 English resources. A French language version of the report precedes the English version.) Descriptors: Adult Education; College Credits; Comparative Analysis; Educational Certificates; Educational Legislation; Educational Policy; Experiential Learning; Foreign Countries; Higher Education; Job Skills; Lifelong Learning; Portfolios (Background Materials); Prior Learning; Student Certification; Vocational Education. Identifiers: France; United Kingdom.

SECTION 1

PLAR Policy

1.3.1 Africa: South Africa

Government of South Africa. (1994) *The Reconstruction and Development Programme: A Policy Framework*. Pretoria: Government of South Africa.

Government of South Africa. Department of Education. (February 1995) *White Paper on Education and Training: Education and Training in a Democratic South Africa*. Pretoria: Department of Education.

Harris, Judy. (1997) "Recognition for Prior Learning in South Africa? Drifts and Shifts in International Practices: Understanding the Changing Discursive Te..ain." Unpublished paper, University of Cape Town.

In many countries, the practices, approaches and methodologies used in higher and further education and training to recognise prior learning have changed significantly over the last 20 or so years. In the main, these changes have not been analysed. The concept of RPL currently occupies a place in South African education and training policy as a main tenet of the National Qualifications Framework. This paper begins by examining the 'givens', the 'common understandings' of RPL with a particular focus on practices in the United Kingdom (UK). It then positions those understandings and practices, firstly, within educational traditions and related discourses, and, secondly, in closer relation to broader and changing social conditions. It then explores these understandings and practices in the light of the work of writers in a postmodern vein in order to hopefully produce a more textured understanding of RPL policy and practice as it has evolved over the last 20 or so years. It ends with questions and considerations regarding the feasibility of the RPL concept particularly in South African higher education.

Harris, J., E. Moses, J. McMillan, and J. Small. (1998) "Phase 2 Empirical Research: 'Model Building and Piloting': 'A Tale of Two Studies': UCT and Peninsula Technikon." Unpublished report, University of Cape Town.

Harris, Judy, and Tony Saddington. (July 1995) *The Recognition of Prior Learning (RPL): International Models of Assessment and Their Impact on South African Education and*

Training Practice. Cape Town: University of Cape Town, Department of Adult Education and Extra-Mural Studies.

McMillan, J. (1998) "Accessing Adults to Higher Education: An Analysis of an RPL Project." Unpublished paper, University of Cape Town.

McMillan, J. (1997) "Access, Learning and Contexts: Issues and Implications (for RPL)." Unpublished paper, University of Cape Town.

Seid, Shelley, Joanne R. Nurss, and John J.W. Aitchison. (August 1997) *Uncertain Outcomes. Pilot Study for an Investigation of the Effects on Teaching Practice of the Introduction of Outcomes-Based Education in Adult Basic Education: Two Independent Examinations Board Site Case Studies*. Tallahassee: Florida State University, Center for Policy Studies.

SECTION 1

PLAR Policy

1.4 Australia

Australian Vice-Chancellor's Committee on Credit Transfer Project. (1994) *Recognition of Prior Learning in Australian Universities*. Canberra: Department of Employment, Education, and Training, Australian Government Publishing Service.

Bishop, Robin. (May 1992) "Towards a Skilled Australia: National Standards To Provide Aussie Joe and Aussie Joanna with Flexible, Transferable Skills." Paper presented at the International Meeting of the Modular Training Systems Conference, Washington, DC, May 11-12.

17 pages. Document Type: conference paper. The Australian government, employer groups, and the trade union movement acknowledge a critical need to improve work force skills. Focus is on the notion of competencies and measurable learning outcomes. The driving force has been the linking of industry restructuring with occupational classification restructuring (award restructuring). The Australian government, working with employer groups and the trade union movement, has established the National Training Board, which facilitates the progressive introduction of a competency-based approach to vocational training linked to award restructuring. Three other forces are as follows: the Finn Report, which emphasizes that the main purpose of education is economic; closer links with industry and schools that provide articulation of courses so that Australians can follow a path of relevant learning according to their chosen career; and a revised understanding of credentials, with established criteria and recognition of prior learning or current competencies. Postsecondary institutions are not having an easy transition, but many newer universities are developing very comprehensive programs articulating on-the-job experience and in-house training programs with advanced credit into formal courses. Disruptions occur, since the three areas of change at the national level -- industry and award restructuring, development of competencies, and a competency-based education thrust -- do not move at the same rate. (Appendixes include addresses of seven sources of information in Australia and newspaper articles.) Descriptors: Articulation (Education); Competency Based Education; Curriculum Development; Educational Change; Federal Government; Foreign Countries; Futures (of Society); Job Skills; Job Training; Labor Force Development; Postsecondary Education; Secondary Education; Standards; Vocational Education. Identifiers: Australia.

Cohen, R., and A. Gonczi. (1994) "Some Critical Issues in Recognition of Prior Learning." *RPL:*

The Currency of the Future: Policy, Practice and Directions: Conference Papers. Eds. P. Quinn and D. Harman. Broadmeadows, Austral.: Broadmeadows College of TAFE. Recognition and Assessment Centre.

16 pages. This paper looks at some critical issues in RPL. In particular, it examines current developments in RPL; planning, development, and implementation issues; the nature of learning from experience; validity and reliability of assessment of prior learning; and other issues.

Employment and Skills Formation Council. (1990) *The Recognition of Vocational Training and Learning*. Canberra: Australian Government Publishing Service. [97 pages]

Hart, N. (1991) "From Acronym to Synonym? RPL and Australian Higher Education in the 90s." *Australian Journal of Adult and Community Education* 31(3), 177-188.

Many Australian academics need an attitudinal shift in the way they recognise the experiences which students bring to universities. For many academics, the term RPL (recognition of prior learning) is just another acronym; this article argues that RPL needs to become a synonym for academic practice in this area if Australian tertiary institutions are to give due credit for the academic and non academic expertise of increasing numbers of adult students. Current institutional procedures for granting status, and the attitudes driving those procedures, tend to be biased against the adults who acquired their knowledge and skills in ways less orthodox and/or more workaday than typical of those students who enter tertiary studies straight from secondary school. Those attitudes and procedures cost adult students, and the tax paying community in general, money and student places at a time when both are in short supply; for Australian universities to maintain such an approach is to suggest that the Australian label is a pseudonym - the institutions have so locked themselves into their own ways of doing things that they are locking out would be contributors to the clever country.

Haydon, A.P. (July 1995) "Getting Credit in Universities for What You Already Know or Can Do." *Equity and Access: Windows of Opportunity in the 90's: Second National Conference on Equity and Access in Tertiary Education*. Eds. S. Addison, J. Flannagan, and M. Jones. Hawthorn, Melbourne, and Clayton, Austral: Swinburne University of Technology; La Trobe University; Monash University.

15 pages. This paper looks at credit transfer and recognition of prior learning in universities. It examines changes in policy and attitude, influence of government legislation, and includes two attachments -- "Australian Credit Transfer Agency (ACTA)", by Dr Anthony Haydon, which describes the Credit Transfer Project and

outlines a number of pilot schemes, and "Credit Transfer Principles: Guidelines on Recognition of Prior Learning", by the Australian Vice-Chancellors Committee, which outlines credit transfer principles as well as recognition of prior learning guidelines.

Ho, K. (1994) "Recognition of Prior Learning: Developments in Western Australia." *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers*. Eds. P. Quinn and D. Harman. Broadmeadows Austral: Broadmeadows College of TAFE. Recognition and Assessment Centre.

13 pages. After an 18-month-period of piloting and evaluating a variety of RPL processes, Western Australia has embarked on the development of a comprehensive RPL policy framework covering the vocational education and training sector. This paper highlights some of the important issues which emerged from the pilot projects including: the importance of industry context; the need to build bridges between industry and training providers; and cost effectiveness. The paper then presents current policy proposals which are embedded within a quality assurance philosophy. Finally, comments are made on how the change process may be timed to coincide with impending changes to the accreditation and registration systems and the network of TAFE colleges in Western Australia. ISBN 0646224417.

McKenzie, P. (1994) "Credit Transfer and Skill Recognition." *ACE News* 13(3), 5, 8.

This article looks at credit transfer and skill recognition and the development of the recognition of prior learning (RPL). It examines changes in RPL in Australia, and major issues involved in RPL and credit transfer, such as assessment procedures, the training of assessors, sector cooperation, curriculum design and delivery, and resourcing and costs.

Meere, P. (1992) "The Provision of University Credit for Prior Learning." *Current Practices in Credit Transfer and Related Issues: Occasional Papers*, 1-21. Canberra: Australian Government Publishing Service.

There has been a clear indication from the Commonwealth that the members of the Unified National System (UNS) of higher education are expected to set up improved systems of credit transfer. The granting of credit in award programs on the basis of prior learning is a complex process with a number of dimensions and a range of factors to be considered. Up till now in most institutions, the provision has been ad hoc and located at program level. Higher education can be made more equitable and effective if credit transfer is based on defined policy and criteria established at institutional level. The establishment of a credit bank is a practical way in which a university can improve its process of credit transfer and credit provision. This paper presents a general plan for

setting up a university credit bank.

Misko, Josie. (1994) *Flexible Delivery. Will a Client Focus System Mean Better Learning?* Leabrook, Austral.: National Centre for Vocational Education Research.

60 pages. Document Type: review literature. This paper outlines and examines the implications of the main points of the national framework for flexible delivery of vocational education in Australia's technical and further education (TAFE) colleges. Endorsed by the National TAFE Chief Executives Committee in 1992, the framework establishes specific plans of action to be achieved by 1995. The rationale for and definition of flexible delivery of vocational education are presented, and its implications for TAFE and public and private providers are considered. Discussed next are potential benefits and drawbacks of the following flexible delivery modes and venues: self-paced learning, resource-based learning, technology-enhanced learning, home-based learning, work-based training, and learning centers. The roles of administrators, teachers, and students in each mode/venue are also examined. Following this are the main features, rationale for, and general concerns associated with flexible entry and exit points and flexible assessment (including provisions for recognizing prior learning). Next, several questions and concerns regarding flexible modes and venues are considered, and guidelines are presented for developing flexible and modularized curricula. Effective individualized instruction is a way of accommodating different learning styles, personalities, physiological constraints, disabilities, motivation levels, and cognitive abilities. Descriptors: Adult Education; Change Strategies; Curriculum Development; Delivery Systems; Educational Benefits; Educational Change; Flexible Progression; Flexible Scheduling; Foreign Countries; Home Study; Independent Study; Individualized Instruction; Nontraditional Education; Position Papers; Postsecondary Education; Prior Learning; Vocational Education; Work Experience Programs. Identifiers: TAFE (Australia). ISBN: 0-86397-103-2.

National Board of Employment, Education, and Training. (1994) *Credit Transfer and the Recognition of Prior Learning*. Canberra: Australian Government Publishing Services.

National Board of Employment, Education, and Training. (1990) *The Recognition of Vocational Training and Learning: A Report Commissioned by the Employment and Skills Formation Council*. Canberra: Australian Government Publishing Service.

Thomson, Peter. (February 1988) *The School of Hard Knocks: A Study on the Assessment of Experiential Learning. Summary Report*. Payneham, Austral.: TAFE National Centre for Research and Development.

11 pages. Document Type: research report. Australia's tertiary institutions and licensing authorities that control the right to work in various trades and professions have largely ignored the need for procedures and processes to recognize formally the knowledge that people gain in their life experiences. For this reason, the issue of assessing adult learners' life experiences for the purpose of granting them exemptions from various course work was studied and a model for conducting such assessments was developed. The assessment process uses an assessment panel consisting of people with recognized expertise in the field in question. Persons seeking certification submit portfolios and participate in assessment interviews. After having received the appropriate assessment training, the same panel assesses both portfolio and interview performance. The portfolio assessment involves checking the relevance of the competencies claimed against the outcomes of the courses from which exemption is being sought and classifying the work presented against rating scales. A structured interview and checklist are used in assessing candidates' interview performance. Provisional exemption is granted by the assessment panel, and assessment of performance continues on the job for a specified period (this is done primarily through a log book). After all of stages have been successfully completed, exemption is finally ratified. Descriptors: Adult Education; Credits; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Interviews; Nonformal Education; Portfolios (Background Materials); Prior Learning; Student Certification; Student Evaluation. Identifiers: Australia. Report No: ISBN-0-86397-060-5.

Thomson, Peter. (1988) *The School of Hard Knocks: A Study on the Assessment of Experiential Learning*. Payneham, Australia: TAFE National Centre for Research and Development.

92 pages. Document Type: research report. Australia's tertiary institutions and licensing authorities that control the right to work in various trades and professions have largely ignored the need for procedures and processes to recognize formally the knowledge that people gain in their life experiences. For this reason, the issue of assessing adult learners' life experiences for the purpose of granting them exemptions from various course work was studied and a model for conducting such assessments was developed. Persons seeking certification submit portfolios and participate in assessment interviews. A panel of experts in the field in which exemption is being sought assesses candidates' portfolios and conducts a structured interview to assess their performance. The portfolio assessment involves checking the relevance of the competencies claimed against the outcomes of the courses from which exemption is being sought and classifying the work presented against rating scales. Candidates having satisfactory interviews and portfolios are first granted provisional exemption. Final ratification of the exemption is after a provisional period during which candidates undergo on-the-job assessment. (This report includes extracts from the portfolio of a woman seeking exemption from course work in child care, syllabus information about the courses from which she is seeking exemption, and a bibliography.) Descriptors: Adult Education; Credits; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Interviews; Nonformal

Education; Portfolios (Background Materials); Prior Learning; Student Certification; Student Evaluation. Identifiers: Australia.

Toop, Leigh, and Judi Burleigh. (January 1993) *Arrangements for the Recognition of Prior Learning in Australia*. Canberra: Australian Department of Employment, Education and Training.

152 pages. A product of a Competency-Based Training Pilot Project, 1992. Document Type: project description. Developed in response to changes in Australia's vocational education and training system to help maintain a skilled and adaptable workforce, this report examines principles and practices regarding arrangements for the recognition of prior learning (RPL) in Australia. The first section of the report discusses the context of the report, highlights key principles of RPL, and provides definitions of key terms. The second section reviews recent developments in RPL, including the growing international acceptance and the application of RPL in Australia. This section also describes types of recognition, including appropriate placement of individuals in courses/programs, certification of skilled individuals to practice in regulated occupations, and assessment of employee competencies, and reviews the benefits for individuals, training providers, employers, immigrants, and the community. Section 3 discusses issues surrounding the implementation of RPL, including resource-efficient approaches, attitudinal barriers, costs, and standards for recognition. The final section describes exemplary practices in Australia for each stage of RPL, including publicity, initial support and counseling, applications, assessment, post-assessment guidance, and certification. Extensive appendixes provide findings from a national study of applications of RPL for vocational education students, higher education students, certified individuals in regulated occupations, and employers. A list of report contributors and 49 references are included. Descriptors: Certification; Continuing Education; Educational Assessment; Educational Experience; Educational Policy; Educational Practices; Educational Trends; Employment Experience; Foreign Countries; Learning Experience; Lifelong Learning; Prior Learning; Skilled Occupations; Special Degree Programs; Trade and Industrial Education; Two Year Colleges; Vocational Education; Work Experience. Identifiers: Australia.

Topley, J., and G. Clinch. (1992) *Recognition by Universities of Education and Training Offered by Industry and Private Providers*. Commissioned report for the Credit Transfer Working Party on Credit Transfer and Recognition of Prior Learning, Australian Vice-Chancellors' Committee. Canberra: Australian Government Publishing Service.

SECTION 1

PLAR Policy

1.5 United States of America

Another Time, Another Place. Proceedings of the Symposium on Credit for Prior and Experiential Learning. San Francisco, California, November 5, 1976. Sacramento: California State Postsecondary Education Commission.

74 pages. Document Type: conference proceedings. This publication is a compilation of the presentations given at a symposium held to explore where California is in respect to credit for prior and experiential learning, and whether the State should be moving toward a more comprehensive mechanism for assessing, awarding, and recording such credit. The keynote address provides an overview focusing on learning, services and educational program sources for adults, and standardization versus flexibility in programs. The next address considers some major problems in granting credit for prior learning encountered at Empire State College. Several presentations then follow on the state of the art in credit for experiential/prior learning at the University of California, California State University and Colleges (CSUC), CSUC Consortium, CSUC Consortium Liberal Arts Program, California Community Colleges, private sector, and private institutions. Two talks pertaining to the need for a validating institution and the needs of the training community are followed by the remarks of a reaction panel. Additional presentations discuss alternatives in developing a validating institution and cover the further expansion of CSUC Consortium, the creation of a new independent institution, and the use of the public/private sector through a voucher system. The presentations conclude with two addresses on problems in developing a validating institution, focusing on attitudinal problems and accreditation concerns. Descriptors: Academic Standards; Adult Education; Colleges; Community Colleges; Conference Reports; Conferences; Credits; Educational Change; Educational Development; Educational Experience; Educational Innovation; Educational Needs; Educational Problems; Experiential Learning; Nontraditional Education; Postsecondary Education; Regional Planning; Speeches; State of the Art Reviews; State Programs; Statewide Planning; Two Year Colleges; Universities. Identifiers: California.

Boyd, D.J., and J. Jackson. (October 1991) *Proceedings of the 53rd Annual Meeting -- Association for Continuing Higher Education. Renaissance of the Individual: The Older Learner in the Next Century*, Seattle, WA.

Published by ACHE. Includes: "Assessment Of Prior Learning: The Good And The Bad

News", pp. 85-86.

Department of Labor. Employment and Training Administration. Bureau of Apprenticeship and Training. (1982) *National Apprenticeship and Training Standards for Drafters. Revised.* Washington, DC: Employment and Training Administration, Bureau of Apprenticeship and Training.

27 pages. Document Type: classroom material; legal material. The revised standards were developed and recommended by the International Federation of Professional and Technical Engineers, AFL-CIO, in cooperation with the Bureau of Apprenticeship and Training, U.S. Department of Labor. These revised national standards are designed to assist local unions in establishing local apprenticeship and training programs for drafters. Covered in the individual sections are the following topics: provisions of the apprenticeship standards for drafters (definitions, qualifications for application, the selection of applicants, credit for previous experience and education, the terms of apprenticeship, apprenticeship agreements, supervision, probationary periods, hours of work, salaries, examinations, related instruction, ratios of apprentices to journeymen, work experience, management and labor relations, and equal opportunity); supervision of the program (local joint apprenticeship and training committees, responsibilities of apprentices, committee consultants, recognition of completion of apprenticeship, filing with registration agencies, safety and health, and modification of standards); and federal laws and regulations affecting the employment of apprentices. The appendixes contain schedules of recommended work processes and related technical instruction for manufacturing, marine, and architectural drafters. Descriptors: Apprenticeships; Architectural Drafting; Credits; Definitions; Drafting; Employment Practices; Engineering Drawing; Federal Legislation; Federal Regulation; Guidelines; Job Training; Labor Legislation; Labor Standards; Manufacturing Industry; Marine Technicians; Postsecondary Education; Prior Learning; Program Content; Program Development; Program Implementation; Safety; Standards; Work Experience Identifiers: National Standards.

Ferguson, Richard L. (1978) "Assessing Learning for Credit and Credentials." In *Credentializing Educational Accomplishment: Report and Recommendations of the Task Force on Educational Credit and Credentials.* Eds. Terry W. Mills and Olive Mills. Washington, DC: American Council on Education.

Gorringe, Richard. (1989) "Accreditation of Prior Learning Achievements: Developments in Britain and Lessons from the USA." *Coombe Lodge Report* 21(5).

See abstract under 1.) PLAR Policy; B.) Europe; 1.) United Kingdom.

Green, Kathleen. (Summer 1996) "Nontraditional Education: Alternative Ways to Earn Your Credentials." *Occupational Outlook Quarterly* 40(2), 22-35.

Document Type: position paper; journal article. Looks at how one can gain credentials and education credits in a variety of ways, such as passing standardized exams, demonstrating knowledge gained through experience, completing campus-based course work, and taking courses off campus. Includes a list of contacts and print resources. Descriptors: Adult Education; Distance Education; Experiential Learning; Higher Education; High School Equivalency Programs; Nontraditional Education; Prior Learning.

Hall, James W., and Richard F. Bonnabeau. (Summer 1993) *New Directions for Higher Education* 82, 55-66.

Document Type: project description; position paper; journal article. Theme issue topic: "Important Lessons from Innovative Colleges and Universities," Empire State College. Through a combination of prior coursework, contract learning, credit for experience, standardized tests, and other methods of evaluating prior learning, the Empire State College (New York) allows adults to complete undergraduate degree requirements. The nonresidential institution serves students throughout the state, with faculty in over 40 regional learning locations. Descriptors: Administrative Organization; Adult Students; Case Studies; Change Strategies; College Curriculum; College Faculty; Degree Requirements; Distance Education; Educational Change; Educational Innovation; Experiential Learning; External Degree Programs; Financial Support; Higher Education; Nontraditional Students; Prior Learning; Program Descriptions; Student Centered Curriculum; Teacher Role; Undergraduate Study. Identifiers: State University of New York Empire State College. ISSN: 0271-0560.

Hexter, Holly, and Charles J. Anderson. (December 1986) "Admission and Credit Policies for Adult Learners." *Higher Education Panel Report*, No. 72. Washington: American Council on Education, Higher Education Panel.

35 pages. Document Type: research report; test, questionnaire. The status of colleges' credit-granting practices for nontraditional learning (attained outside legally authorized and accredited postsecondary institutions) was studied in 1986, along with credit-granting procedures for military learning experiences, business/industry training, credit by examination, and credit obtained through other assessment methods. National estimates of policies and actual use of nontraditional learning for academic credit were made, based on survey responses from of a nationally representative sample of 487 colleges. While 92% of all colleges were willing to admit students on the basis of credentials other than a

traditional high school diploma, 80% of these institutions require some other form of academic certification. Examination results were the most accepted measure for granting academic credit for nontraditional learning. Learning acquired in the armed services and in business/industry training programs was accepted by three-quarters and two-fifths of colleges, respectively. Detailed statistical tables and the survey questionnaire are provided. Descriptors: Admission Criteria; Adult Students; College Admission; College Credits; Corporate Education; Credentials; Equivalency Tests; Experiential Learning; Higher Education; Industrial Training; Military Training; Nonschool Educational Programs; Prior Learning; Questionnaires; School Surveys; Student Certification.

Institute for Behavioral Research in Creativity. (October 1991) *Proficiency-Based Credit Assessment: A National and Statewide Survey of Use*. Salt Lake City, UT: Utah State Office of Education.

50 pages. Document Type: research report; test, questionnaire. In recent years a movement has developed at the high school level to address issues of cost and educational improvement through Proficiency-Based Credit Assessment (PBCA). With PBCA, students can receive credit by demonstrating their proficiency without actually taking a course. A national mail survey conducted by the Utah State Office of Education to determine the current scope and use of PBCA in secondary school education found that 16 states (40% of the 40 respondents) had a policy that provided direction for use of PBCA for high school credit, but only five states had specified tests or evaluation procedures. In general, the responsibility for determining how credit could be earned was left to the districts. A survey of the 40 Utah school districts (80% response rate) determined that seven districts were currently using PBCA, and three had developed assessment instruments independently of state resources. Recommendations include: (1) centralized PBCA assessment procedures; (2) a system development committee; (3) use of end-of-course tests and item pools to create assessments; (4) emphasis on subject methodology over subject-matter content; (5) a needs assessment/marketing component; (6) making PBCA attractive to district educators; (7) making PBCA attractive to students; and (8) recognizing and promoting external resources in developing programs. Ten references are listed, and three appendices provide the surveys used in the study. Descriptors: Competency Based Education; Educational Assessment; Educational Improvement; Equivalency Tests; Experiential Learning; High School Equivalency Programs; High Schools; Mail Surveys; National Surveys; Prior Learning; School Districts; State Surveys; Student Evaluation; Student Placement; Testing Problems; Test Use; Use Studies. Identifiers: Proficiency Based Credit Assessment; United States; Utah.

Lamdin, Lois (March 1983) "CLEO: A Regional Consortial Assessment Model." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, 45-58.

Document Type: journal article; project description. The consortial approach to assessment of prior learning can reduce costs and increase the availability of service. CLEO (Compact for Lifelong Educational Opportunities), a consortium of 38 colleges and universities in the Delaware Valley region, is described. Descriptors: Adult Students; Consortia; Cost Effectiveness; Evaluation Methods; Experiential Learning; Futures (of Society); Higher Education; Models; Prior Learning; Program Descriptions; Regional Programs. Identifiers: Compact for Lifelong Educational Opportunities.

Lewis, Linda H., and Carol J. Williams. (Summer 1994) "Experiential Learning: Past and Present." *New Directions for Adult and Continuing Education* 62, 5-16.

Document Type: position paper; journal article. Current applications of experiential learning in higher education include field-based experiences, credit for prior learning, and classroom-based programs. In the workplace, action learning, future search, and outdoor education are among the forms of experiential learning being used. Descriptors (major): Adult Education; Corporate Education; Experiential Learning; Higher Education; Learning Theories; Prior Learning.

Litterst, Judith K. (April 1990) "Communication Competency Assessment of Non-Traditional Students." *ACA Bulletin* 72: 60-67.

Special Issue: Assessment. Document Type: journal article; position paper; non-classroom material. Encourages development of a communication assessment program designed primarily for a nontraditional, older and more diverse student population. Concludes that the prior learning assessment philosophy is a sophisticated and suitable methodology for assessing communication competency. Descriptors: College Outcomes Assessment; Communication Skills; Higher Education; Nontraditional Students; Prior Learning; Program Design; Speech Communication; Student Development. Identifiers: Communication Competencies. ISSN: 0360-0939.

Mann, Carolyn M. (1998). *Learning Assessment: U.S. Experience Facilitating Lifelong Learning*. [Online]. Available: http://www.apec-hurdit.org/lifelong-learning-book/mann.htm [January 30, 1999].

Traditional lock-step education and training excludes many learners from the lifelong learning continuum, particularly those who are older or who come from disadvantaged groups, and at the same time further entrenches a costly and time consuming method for upgrading skills and qualifications within a workforce. By way of contrast, prior learning assessment is an effective tool for ensuring that duplication in training and education is absent or at least minimized. It is also an excellent resource for adult learners to assess

their learning needs, review their commitment to upgrading, and clearly identify the resources that will be required. In addition, faculty who become involved in prior learning assessment activities are strongly challenged to review their methods and approaches to education. This paper argues that of the three main techniques for prior learning assessment, portfolio development and review is the most appropriate. For APEC member economies, with their ever growing needs for an up-to-date and highly skilled human resource base, the advantages of effective and wide spread prior learning assessment programs are substantial.

Martorana, S.V., and Eileen Kuhns. (1979) "The Politics of Control of Credit for Experiential Learning." *New Directions for Experiential Learning* 4, 1-14.

The award and transfer of credit for experiential learning moving forward through either the collegial cooperative model or the political adversarial model is discussed. It is suggested that if institutions fail to solve these problems collegially, they may find policy decisions beyond their control. Descriptors (major): Achievement Rating; College Credits; Educational Policy; Experiential Learning; Nontraditional Education; Political Influences; (minor): Academic Achievement; Educational Change; Educational Innovation; Higher Education; Intervention; Prior Learning; Student Evaluation.

Moon, Rexford G., and Gene R. Hawes, eds. (1980) *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7. [88 pages]

Pies, Timothy. (1996) "Faculty Ownership of a Prior Learning Program." *Adult Learning*, 7(6), 13-14.

Pies, Associate Professor of Lifelong Learning and Director of Assessment at Concodia College in Ann Arbor, MI, offers a series of suggestions for successful implementation of a prior learning assessment program through faculty "buy-in". Among the elements recommended for encouraging faculty ownership of prior learning programs are the establishment of a faculty committee, active solicitation of ideas and staging workshops.

Porter, Dennis. (August 1990) *EduCard. Adult Education Access Card. Policy Option Paper on Strategic Recommendation 4. First Edition.* Sacramento, CA.: California Community Colleges, Sacramento. Office of the Chancellor.; California State Dept. of Education, Sacramento. Youth, Adult and Alternative Educational Services Division.

56 pages. Document Type: position paper. One recommendation of the 1989 California Strategic Plan for Adult Education is the use of EduCard. EduCard, the Adult Education

Access Card, is a means of giving learners access to information about educational opportunities and providing administrators with machine-readable information on learners' prior education and training. Three models are: (1) magnetic strip cards; (2) integrated circuit chips or "smart cards"; and (3) optical memory cards. An existing example, the Michigan Opportunity Card, is used by participants for skills assessment, job placement assistance, storage and retrieval of resumes, and information on training and educational services. Use of EduCard could develop into an integrated adult education data system that provides interagency information on demographics and learning outcomes and performance. Issues and recommendations regarding EduCard use are: (1) establishment of EduCard as a multiagency statewide program; (2) protection of learner privacy; (3) selection of one type of technology (integrated circuit cards are preferred for their low cost and security); (4) voluntary rather than mandatory use by participants; (5) involvement of all stakeholders in determining liability and financial policies and procedures; and (6) adoption of a uniform, comparable career assessment model for evaluating learner data in the system. Descriptors: Access to Education; Adult Education; Confidential Records; Databases; Educational Opportunities; Lifelong Learning; Management Information Systems; Prior Learning; Privacy; Statewide Planning; Student Evaluation; Student Records Identifiers: 353 Project; California; EduCard; Strategic Planning.

Shelton, Sue E., and L. Pendleton Armistend. (1989) "The Practice of Awarding Credit for Prior Learning in the Community College." *Community/Junior College Quarterly of Research and Practice* 13(1), 23-31.

Document Type: journal article; review literature. Traces the history of and rationale for awarding college credit for experiential learning in order to avoid duplicating educational experiences, accommodate preferred learning styles, respond to social changes, and promote lifelong learning. Reviews methods of assessing and documenting prior learning. Considers implications for practice. Descriptors: Academic Records; College Credits; Community Colleges; Experiential Learning; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Student Evaluation; Student Placement; Two Year Colleges.

Spille, Henry A. (October 1988) "Model Policy on Awarding Credit for Extrainstitutional Learning." In *Advancing Our National Agenda. Proceedings of the National Conference on Adult and External Degree Programs*, 8th, Washington, D.C., October 12-14.

Document Type: conference proceedings. A comprehensive, interactive conference was designed to help improve the quality of external degree programs and adult education. Descriptors: Adjustment (to Environment); Adult Education; Adult Students; Armed Forces; College Credits; Continuing Education; Cultural Context; Extension Education;

External Degree Programs; Graduate Study; Higher Education; Independent Study; Innovation; Liberal Arts; Orientation; Prior Learning; School Holding Power Identifiers: Loyola University LA; Partnerships In Education.

PLAR Policy

1.6 New Zealand

Benton, Richard, and Nena Benton. (1995) *The Unbroken Thread.* Wellington: New Zealand Council for Educational Research.

Discusses the criteria which could be used in formulating appropriate descriptors for Maori qualifications and for levels within the National Qualifications Frameworks for units taught in Maori or classified as Maori. Criteria were derived from the context of Maori traditions of higher learning.

New Zealand Qualifications Authority. (1994) *Working for Industry. An Introduction to Workplace Assessment and the National Qualifications Framework.* Wellington: New Zealand Qualifications Authority.

21 pages. Document Type: position paper. This booklet explains the operation of New Zealand's National Qualifications Framework (NQF) and its relationship to workplace assessment. Discussed first is the NQF's mission of encouraging people to continue their education and training after secondary school and permitting flexibility in where and how people train. The role of the NQF in creating a "seamless" education system integrating secondary education, industry training, and tertiary education is outlined. Examined next are how and who develops the unit standards that function as the NQF's building blocks. The role of the assessor in evaluating learning on the job, the role of the Qualifications Authority in accrediting standards setters who in turn select assessors and monitor the fairness of the assessment process, and requirements for becoming an assessor are explained. Presented next is an emerging model for workplace assessment in small businesses in which the qualifications authority, industry training organizations, and workplace assessors each play specified roles. Three case studies illustrate the operation of the NQF in the dairy manufacturing and building industries and in recognition of prior learning. Concluding the booklet are sources of additional information on the NQF. Descriptors: Case Studies; Certification; Educational Policy; Educational Practices; Employment Qualifications; Evaluation Methods; Foreign Countries; Personnel Evaluation; Post-secondary Education; Prior Learning; School Business Relationship; Secondary Education; Standards; Vocational Education. Identifiers: National Qualifications Framework (New Zealand); New Zealand.

New Zealand Qualifications Authority. (1993) *The Recognition of Prior Learning. Quality Assurance in Education and Training*. Wellington: New Zealand Qualifications Authority.

36 pages. Document Type: position paper. As this booklet describes, New Zealand's Education Amendment Act of 1990 made the country's Qualifications Authority (QA) responsible for developing and implementing a process for recognition of prior learning (RPL) that would enable individuals to receive formal recognition for skills and knowledge they already possess. As of 1993, the QA had initiated a contract for the development of unit standards for persons administering/implementing RPL and unit standards to assist candidates in preparing for the RPL assessment process. The booklet provides practical information on the RPL assessment process and identifies the relevant requirements of the QA for its implementation. The following information is presented: the development and purposes of the RPL process, principles underlying the RPL process, potential candidates for RPL, providers and assessors permitted to award credit for unit standards, extension of provider accreditation to implement RPL and National Standards Body accreditation to register RPL assessors, and procedures for moderation of RPL assessment. Appended are the following: a model of good practice in implementing the RPL process, personal profiles of eight individuals who have applied for credit for their prior learning, the QA policy on RPL, a glossary, and an annotated bibliography of 19 selected publications related to RPL. Descriptors: Academic Standards; Accreditation (Institutions); Certification; Credits; Educational Policy; Equivalency Tests; Foreign Countries; Post-secondary Education; Prior Learning; Program Evaluation. Identifiers: New Zealand. ISBN: 0-908927-40-1.

New Zealand Qualifications Authority. (September 1992) *Learning To Learn. An Introduction to the New National Qualifications Framework*. Wellington: New Zealand Qualifications Authority.

29 pages. Document Type: classroom material. This booklet explains New Zealand's National Qualifications Framework, a system of quality standards affecting high schools and post-secondary colleges and universities that is to be fully operational by 1996. Following an introduction, the first section explains why the current system urgently needs changing in order to equip workers for the demands of a fast changing world. The next section describes how the Framework operates, addressing such issues as where students' and trainees' records of learning will be kept, standards-based assessment, how to ensure quality, and recognition of prior learning. The next six sections describe the relationship between the Framework and secondary schools, polytechnics, colleges of education, the Training Opportunities Program, private training establishments, and government training establishments. The section on the Framework in the workplace covers the following: benefits to industry, such as ability to tailor training for individual needs, easier transfer of skills and learning, recognition for skills taught on the job, and

recognition of prior learning; how the Framework will be implemented; and the timing of implementation, which requires that beginning in 1993 all new courses must conform to the Framework format. Another section describes how designers of the Framework are committed to developing Maori-based qualifications and ensuring that there is a Maori dimension, where relevant, to the qualifications. The document concludes with addresses of contacts for more information. Descriptors: Accountability; Certification; Educational Improvement; Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; High Schools; Labor Force Development; Licensing Examinations (Professions); Outcomes of Education; Post-secondary Education; School Business Relationship; Standards; State Licensing Boards; Student Evaluation. Identifiers: Maori (People); National Qualifications Framework (New Zealand); New Zealand.

New Zealand Qualifications Authority. (September 1991) *Developing the National Qualifications Framework. A Report to the Board.* Wellington: New Zealand Qualifications Authority.

48 pages. Document Type: position paper; test, questionnaire. The New Zealand Qualifications Authority was established to develop a consistent approach to the recognition of academic and vocational qualifications. The National Qualifications Framework was designed following surveys of a number of sectors: universities, colleges of education, polytechnics, private training firms, schools, businesses, unions, government agencies, and community representatives. During the period of the consultation, officers of the Authority also attended some 350 briefings, seminars, and discussions with interested groups. The decisions made by the Board of the Qualifications Authority are based, therefore, on the results of 12 months of research and consultation. The framework is to be composed of four primary elements: (1) units of learning, among which learners could choose to build towards a qualification; (2) assessment and reporting, which relates the performance of the learner either to that of others in a similar group (norm-referenced assessment), or against predetermined standards (standards-based assessment); (3) recognition of prior learning, which endorses the principle of awarding credit for prior learning against units of learning in the national framework and which would include the establishment of credit transfer arrangements; and (4) quality systems, in which devolved quality management places responsibility on providers and their communities for assurance of quality. The qualifications will be organized on eight levels; levels 1-4 leading to a national certificate, levels 5-7 to a national diploma (level 7 also leading to an initial degree), and level 8 leading to other degrees or higher certificates/diplomas. A survey of the Maori community led to the development of Maori-based qualifications within the national framework. Other considerations included the following: certification of on-the-job training; a national information system for access to units and standards; a networked national database of student records; and a database of framework users. Each component of the framework

described in this report is followed by a section discussing and explaining the decisions of the board concerning that component, and the report concludes with a simple list of the 23 decisions made. (Appendices contain a list of those to whom the questionnaires were sent to develop the framework and analysis of the questionnaire responses.) Descriptors: Accountability; Certification; Competency Based Education; Criterion Referenced Tests; Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; High Schools; Labour Force Development; Learning Modules; Outcomes of Education; Post-secondary Education; Prior Learning; Standards; State Licensing Boards; Student Evaluation; Units of Study. Identifiers: Maori (People); National Qualifications Framework (New Zealand); New Zealand. ISBN: 0-908927-01-0.

New Zealand Qualifications Authority. (March 1991) *Designing the Framework. A Discussion Document about Restructuring National Qualifications.* Wellington: New Zealand Qualifications Authority.

95 pages. Document Type: position paper. This document is intended to generate discussion about the plans of the New Zealand Qualifications Authority for developing a National Qualifications Framework. The document begins with an explanation of the qualifications framework in Maori and in English. A guide to reading the document points out its organization and the inclusion of diagrams and Maori proverbs and their English translation. Section 1 outlines proposals and options for post-high school qualifications, including descriptions of vocational competence in the European and United Kingdom models and plans for certification. Section 2 outlines proposals and options for secondary education qualifications, discussing the school certificate, senior secondary education qualifications, and scholarships. Section 3 tells how all the threads are drawn together in the National Qualifications Framework, covering the following: the role of the Qualifications Authority or of the agencies acting in lieu of the Authority; how experiential, community-based and work-based learning will relate to the Framework; and the goals of the Framework. Section 4 addresses units of learning, such as how students will choose appropriate units and the advantages and disadvantages of the unit learning approach. Section 5 covers student assessment and reporting, arguing in favor of standards-based assessment. Section 6 explains how prior learning will be recognized. Section 7 describes course development and necessary quality assurance processes. There are 28 references and 4 appendices containing: an example of a Scottish higher national unit specification; a Scottish national certificate module descriptors; and examples of standards-based assessment used in plumbing and gasfitting and achievement-based assessment of one skill in school biology. Descriptors: Accountability; Certification; Competency Based Education; Criterion Referenced Tests; Education Work Relationship; Employment Qualifications; Foreign Countries; Government School Relationship; High Schools; Labour Force Development; Learning Modules; National Programs; Outcomes of Education; Post-secondary Education; Prior

Learning; Standards; State Licensing Boards; Student Evaluation; Units of Study. Identifiers: Maori (People); National Qualifications Framework (New Zealand); New Zealand.

New Zealand Qualifications Authority. (No date) *Prior Learning in New Zealand: A Discussion Paper.* [61 pages]

New Zealand Qualifications Authority. (No date) *Whaia Te Iti Kahurangi (In Pursuit of Excellence): Maori and Qualifications.* Wellington: New Zealand Qualifications Authority.

PLAR Policy

1.7 Asia and the Pacific

Qureshi, M. A. (August 1996) "Current Trends and Issues in Technical and Vocational Education in Asia and the Pacific." *United Nations International Project on Technical and Vocational Education (UNEVOC) INFO* 8, 1-3. [Paris: United Nations Educational, Scientific, and Cultural Organization.]

5 pages. Product of the United Nations International Project on Technical and Vocational Education (UNEVOC). Document Type: journal article; review literature. In most countries of the Asia-Pacific region, technical and vocational education and training (TVET) are considered essential to economic development. As a result of growing awareness of the need to adapt TVET to meet the rapidly changing national, regional, and global economic requirements, TVET is in a period of transition and reorientation toward providing students with certain basic skills and knowledge required and supplying them with the tools needed to increase/update their knowledge through lifelong education. Throughout the region, realization of the crucial role of TVET in development of new skills and new economic structures and in regionalization and internationalization is increasing, and new ways of developing and improving the status of TVET are being sought. The following strategies, which were identified through a study of current issues in the countries of the Asia-Pacific region, have been recommended as ways of improving TVET and thereby accelerating technological change: prepare for an information society; align curricula with the needs of business/industry; develop articulation mechanisms; recognize prior learning; develop a system of broad-based work force training; emphasize TVET program quality; and recognize the key role of teachers in providing high quality TVET programs. Descriptors: Economic Development; Educational Change; Educational Improvement; Educational Needs; Educational Objectives; Educational Trends; Education Work Relationship; Foreign Countries; Needs Assessment; Post-secondary Education; Program Development; Program Improvement; School Business Relationship; Secondary Education; Technical Education; Trend Analysis; Vocational Education. Identifiers: Asia Pacific Region.

Valisno, Mona Dumlao. (January 1980) *Evaluation and Accreditation of Non-Formal Education in the Philippines*. IIEP Occasional Papers No. 53. Paris, France: United Nations Educational, Scientific, and Cultural Organization. International Inst. for Educational Planning.

131 pages. Document Type: project description. Described here is the Accreditation and Equivalency Programme (AEP), begun in the Philippines in 1976. Early chapters emphasize that the program was instituted to establish citizens' eligibility to receive academic credit for out-of-school learning and experiences, to encourage dropouts to return to school, and to determine eligibility for employment or job promotion. Chapter 4 describes the development of the Philippine Educational Placement Test, designed to assess and give credit for general knowledge and work experience. Sample items and tests are included. Chapter 5 describes the results of the test, including number of examiners participating, distribution of examinees by age group, performance of examinees, grade year placement of examinees, and reasons for examinees dropping out of school. Chapter 6 briefly describes feedback about the program from examinees and citizens. Chapter 7 contains highlights of findings and their implications, including the need to further expand the AEP and to strengthen the hold of the formal schooling system. In chapter 8, objectives reached by the AEP are discussed, including extent of benefits of the program, effects on the clientele, and effects of the project on other sectors. A final chapter on future plans discusses in detail a proposed evaluation study of the program. Descriptors: Continuation Students; Credits; Dropout Programs; Educational Attainment; Educational Certificates; Elementary Secondary Education; Equivalency Tests; Experiential Learning; Foreign Countries; Grade Equivalent Scores; High School Equivalency Programs; Prior Learning; Promotion (Occupational); Reentry Students; Student Certification; Student Placement; Tables (Data); Work Experience Identifiers: Philippines. A contribution to the IIEP research project on "The Determination of Learning Needs in Rural Areas," directed by Ravindra Dave. Sponsoring Agency: Asia Foundation, New York, N.Y.; United Nations Children's Fund, New York, N.Y.

PLAR Policy

1.8 Comparative Studies

Brown, A. (1992) *Valuing Skills: Recognition of Prior Learning*. 2nd ed. North Melbourne, Austral.: Victorian Education Foundation.

17 pages. This reports considers the developments, uses, and implementation of prior learning assessment in Australia, the United. States, and Europe with a predominant focus on the United Kingdom, and provides an overview of the current trends and issues.

Brown, A. (1990) *A Research Project to Examine the Recognition of Prior Learning in the United Kingdom and the United States of America*. Melbourne: Victorian Education Foundation.

Evans, Norman. (1989) *The Assessment of Prior Experiential Learning and Higher Education: Some Issues: Some Anglo-American Comparisons*. London, Eng.: Learning from Experience Trust. [18 pages]

Gorringe, Richard. (1989) "Accreditation of Prior Learning Achievements: Developments in Britain and Lessons from the USA." *Coombe Lodge Report* 21(5).

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom)

Isabelle, Robert, and Associates, Education Consultants, Inc. (April 1994) *Prior Learning Assessment in Canada: Report on a Survey Conducted for Human Resources Development Canada*. Ottawa: Human Resources Development Canada.

Contains: "Prior Learning Assessment in Canada" by M. Fugate, R. Isabelle, and D. LeDuc; "APL in the UK" by R. Isabelle; "PLA in France" by R. Isabelle and G. Robin.

Organisation for Economic Co-operation and Development. (November 1994) *Assessment and Recognition of Skills and Competencies, Provisional Report*. Paris: Directorate for Education, Employment, Labour, and Social Affairs, OECD.

Perker, Henriette, F. LePlatre, and C. Ward. (1994) *Identification et validation des savoir-faire et des connaissances acquises dans la vie et les experiences de travail. Rapport comparatif France/Royaume. Identification and Accreditation of Skills and Knowledge Acquired through Life and Work Experience. Comparative Report of Practice in France and the United Kingdom.* 1st edition. Berlin: European Centre for the Development of Vocational Training.

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom).

Storan, J. (1998) *The Learning Bridge. A European APL Project.* London: Centre for Continuing and Development, South Bank University.

All educational practitioners and policy makers in Europe acknowledge that the pursuit of lifelong learning is beneficial for individuals, for societies and for economies. Lifelong learning has both a formal character, through structured programmes, courses and training, as well as an informal character. Much adult learning is achieved through the informal acquisition of skills, knowledge and understanding. Such experiential learning is valuable, but difficult to recognise in any consistent way. This publication focuses on three post-school institutions (one in Italy, Germany and England) to explore the ways in which informal experiential learning is perceived and recognised by students, tutors and institutional structures. The study forms part of continuing work which aims to construct a pedagogic bridge between formal and informal learning. ISBN: 1 874011 97 4.

Tudor, Anthony. (September 1991) "The Accreditation of Prior Experiential Learning (APEL) in Great Britain: Some Implementation Issues in Vocational Education." *Vocational Aspect of Education* 43(115), 191-204.

Document Type: journal article; review literature. Compares the practice of assessing prior learning in the United States and Britain and reviews major issues: nature of the evidence, collection of evidence into portfolios, evaluation, and costs. Descriptors: Certification; Comparative Analysis; Evaluation Methods; Experiential Learning; Foreign Countries; Portfolios (Background Materials); Prior Learning; Vocational Education. Identifiers: United Kingdom; United States. ISSN: 0305-7879.

World Employment Report 1998-99. (1998) *Employability in the Global Economy - How training matters.*

258 pages. The quickening pace of globalization and technological change provides both challenges and opportunities at a time when the global employment situation remains

grim and levels of open unemployment and underemployment remain high in most countries. In taking advantage of these opportunities as well as in minimizing the social costs which the transition to a more open economy entails, the level and quality of skills that a nation possesses are becoming critical factors. The World Employment Report 1998-99 reviews the global employment situation and examines how countries in different circumstances and stages of development can develop the best training strategy and flexible and responsive training systems to address these far-reaching changes. The report presents a close analysis of training systems worldwide and an examination of training strategies for increasing national competitiveness, improving the efficiency of enterprises and promoting employment growth. It critically examines policies and targeted programs for improving women's employment opportunities and enhancing the skills and employability of Informal sector workers and members of vulnerable groups (especially at-risk-youth, long-term unemployed, older displaced workers and workers with disabilities). The report suggests specific policy reforms for making training more efficient and effective. Given the rapid and continuous pace of change in the demand for new skill, the report concludes that training and lifelong learning need to be given the higher priority. The best results from enhancing the education and skill levels of the workforce are achieved in an overall growth-promoting environment and when training decisions are taken in close consultations between government, employers and workers. The World Employment Report 1998-99 is the third in a series of ILO reports which offer an international perspective on current employment issues.

SECTION 2

Implementation of PLAR in Formal Education

2.1 General

Ashbrook, Richard, et al. (October 1995) "Choices and Consequences in the Assessment of Adult Learning Outcomes." In *Celebrating Excellence: Learning and Teaching in Adult Higher Education*. Proceedings of the 15th National Conference on Alternative and External Degree Programs for Adults. Columbus, Ohio, October 5-7.

Ashbrook, Richard, et al. (October 1995) "Innovations in the Assessment of Experiential Learning." In *Celebrating Excellence: Learning and Teaching in Adult Higher Education*. Proceedings of the 15th National Conference on Alternative and External Degree Programs for Adults. Columbus, Ohio, October 5-7.

Baker, Janette. (May 1984) *Credit for Prior Learning From a Canadian Perspective*. Unpublished paper, York University, Educational Development Office (Toronto, Ont.). [32 pages]

Benchmarking Academic Standards in Higher Education. (No date). The Fourth SACWG National Workshop in association with QAA (Preliminary Papers)

Benton, Nena. (1996) *Recognition of Prior Learning: Rules, Roles, and Models*. Wellington: New Zealand Council for Educational Research.

This is the second in a compendium of three books on the recognition of prior learning. It contains a summary of the rules of assessment, examines the mentoring of RPL candidates in some depth, and highlights the role of the facilitator in being aware of all the assessment possibilities.

Benton, Nena. (1995) *Recognition of Prior Learning: An Introduction*. Wellington: New Zealand Council for Educational Research.

RPL is a process which enables relevant and verifiable knowledge and skills, no matter where or how acquired, to be systematically assessed and formally acknowledged so that

they can be used effectively for further training.

Burke, Roberta, and Joy Van Kleef. (Winter 1997) "Prior Learning Assessment in Canada: A Credit to Workforce Development." *Career Planning and Adult Development Journal* 12(4), 23-28.

Document Type: position paper; journal article. Describes the implementation of Prior Learning Assessment (PLA) at many educational institutions across Canada. Suggests that PLA should be incorporated into every skills training and upgrading program. Descriptors: Adults; Career Planning; Educational Assessment; Foreign Countries; Labour Force Development; Portfolios (Background Materials); Prior Learning. Identifiers: Canada; Prior Learning Assessment. ISSN: 0736-1920.

Butterworth, Christine, and Michael Bloor. (July 1994) "The Professional Development Model of APEL: Some Problems of Assessment and Validity." In Paul Armstrong, Barry Bright, and Miriam Zukas, eds. *Reflecting on Changing Practices, Contexts and Identities: Proceedings of the Annual Meeting of the Standing Conference on University Teaching and Research in the Education of Adults -- SCUTREA*. 24th, Hull, England, United Kingdom, July 12-14. Standing Conference on Univ. Teaching and Research in the Education of Adults, 17-20.

Challis, M. (1993) *Introducing Accreditation of Prior Experiential Learning*. London: Routledge.

Cowan, John. (1988) "Learning to Facilitate Experiential Learning." *Studies in Continuing Education* 10(1), 19-29.

The author presents a diagrammatic model of experiential learning and how it can be facilitated. His declared intention is to present an account of ongoing experiences and of the development of his own thinking, as a stimulus for the further development of readers who facilitate experimental learning. Descriptors (major): Cognitive Processes; Experiential Learning; Models (minor): Adults; Continuing Education; Post-secondary Education; Prior Learning; Undergraduate Students.

Croker, D. (1995) *"A Quality Code for AP(E)L": Issues for Managers and Practitioners. Proceedings of the SEEC National Conference*. Chelmsford, UK: South East England Consortium for Credit Accumulation and Transfer (SEEC).

Dagavarian, Debra A., ed. (June 1994) "Subjectivity in Prior Learning Assessment" *Journal of the National Institute on the Assessment of Experiential Learning* (Adult Learning, Currency and Subjectivity in PLA).

This paper provides responses to the issue of subjectivity and "checks and balances" that can be built into a prior learning assessment program to ensure objectivity. The first paper contains an 11-item bibliography.

Dagavarian, Debra A., and William M. Walters. (June 1993) "Outcomes Assessment of Prior Learning Assessment Programs." *In Support of Prior Learning Assessment and Outcomes Assessment of Prior Learning Assessment Programs: Proceedings of the National Institute on the Assessment of Experiential Learning*. Ed. Debra A. Dagavarian. Princeton, New Jersey, June 12-15. Chicago and Trenton, NJ: Council for Adult and Experiential Learning and Thomas A. Edison State College.

Document Type: position paper; conference proceedings. This publication contains two papers from the 1993 National Institute on the Assessment of Experiential Learning. Dagavarian and Walter's paper identifies program objectives useful to all prior learning assessment programs and lists five generic, desired outcomes for each of three constituencies. Desired outcomes for students are as follows: to give them the forum to investigate the structure of college-level learning; to engage them in setting educational objectives; to enable them to gain a new sense of self; to ensure prior learning assessment certifies readiness to move on to further education; and to ensure prior learning assessment expedites attainment of a college degree. Desired outcomes for faculty are as follows: to enhance faculty's typical mode of interaction with a subject area; to broaden faculty's perspective on the subject matter; to encourage cross disciplinary awareness; to heighten faculty's sense of professional self-esteem; and to provide faculty with the opportunity for a qualitatively different type of communication with students. Desired outcomes for the institution are as follows: to enhance institutional image as caring and committed; to demonstrate flexibility and responsiveness to adult students; to create a culture of self-examination; to attract greater numbers and diversity of adult students; and to attract a greater diversity of faculty.

Eklund, Barbara Waters. (June 1992) "Searching for an Identity: The Role of the Prior Learning Assessment Professional." In *Articulating Knowledge: How Adults Learn and the Role of the Prior Learning Assessment Professional. Proceedings of the National Institute on the Assessment of Experiential Learning*. Ed. Debra A. Dagavarian. Princeton, New Jersey, June 13-16, 1992. Chicago and Trenton, NJ: Council for Adult and Experiential Learning, and Thomas A. Edison State College.

Document Type: position paper; conference proceedings. 21 pages. This publication

highlights three topics from the 1992 National Institute on the Assessment of Experiential Learning. This paper summarizes the session by Alan Mandell that raised questions as to the personal and institutional role of the individual in an institution charged with the responsibility of administering prior learning assessment. Descriptors: Adult Education; Adult Learning; Certification; College Credits; Conference Proceedings; Experiential Learning; Learning Theories; Nontraditional Students; Prior Learning; Student Evaluation.

Evans, Norman. (1992) *Experiential Learning: Its Assessment and Accreditation*. New York: Routledge, Chapman, and Hall.

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom).

Evans, Norman. (1987) *Assessing Experiential Learning: A Review of Progress and Practice*. Layerthorpe, Eng.: Further Education Unit.

Fenwick, Dorothy C. (Spring/Summer 1985) "Traditional Education and Methods of Access: Transcripting Extrainstitutional Education." *Innovative Higher Education*, 9(2): 99-110.

Document Type: journal article; project description. The evaluation of training and education sponsored by the Armed Forces, business, and industry, as well as prior learning assessment has been standardized. One method of standardizing the transcripting of extrainstitutional education to increase its acceptance in traditional institutions is described. Descriptors: Academic Records; Adult Students; Evaluation Criteria; Evaluation Methods; Experiential Learning; Futures (of Society); Higher Education; Military Personnel; Military Training; Nontraditional Education; Prior Learning; Surveys.

Forrest, Aubrey. (October 1976) "Experiential Learning and the Assessment Problem." *American Vocational Journal* 51(7), 39-41.

Describes the scope of experiences for which people are seeking credit at the post secondary level and suggests some techniques for dealing with them, noting that when this experiential learning is school-controlled it is sticky -- but becomes more complicated when petitioners submit personal experiences from the past. Descriptors (major): College Credits; Educational Assessment; Learning; Post-secondary Education; Vocational Education; Work Experience (minor): Achievement Rating; Educational Problems; Educational Testing; Lifelong Learning.

Fugate, Mary, and Terrence MacTaggart. (March 1983) "Managing the Assessment Function." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, 27-43.

Document Type: journal article; project description. Prior learning assessment programs are characterized as having a highly individualized service or a more standardized pattern. Three model programs are described: Webster College in St. Louis, Adelphi University in Garden City, Long Island, and Sinclair Community College in Dayton. Descriptors: Adult Students; College Faculty; Evaluation Methods; Higher Education; Models; Prior Learning; Program Administration; Program Design; Program Development. Identifiers: Adelphi University NY; Sinclair Community College OH; Webster College MO.

Fugate, Mary, and Ruth Chapman. (1992) *Prior Learning Assessment: Results of a Nationwide Institutional Survey*. Chicago: Council for Adult and Experiential Learning.

The results of a 1991 CAEL survey to document the use and acceptance of various prior learning assessment methodologies in post-secondary institutions throughout the U.S., this publication provides comprehensive information on PLA for a variety of audiences. ISBN: 07872-3351X.

Gorringe, R. (1987) *Handbook for the Assessment of Experiential Learning*. London, Eng.: Learning from Experience Trust.

Gray, Peter J., ed. (Fall 1989) *New Directions for Higher Education: Achieving Assessment Goals Using Evaluation Techniques* (Achieving Assessment Goals Using Evaluation Techniques) 67.

Articles include: "Demystifying Assessment: Learning From the Field" (Barbara Gross Davies); "An Organizational Perspective for the Effective Practice of Assessment" (G. Roger Sell); "So, What's the Use?" (Larry A. Braskamp; "Assessment and Academic Judgments in Higher Education" (George M. Dennison, Mary Anne Bunda); "A Role for Assessment in Higher Education Decision Making" (John C. Ory); "Improving Higher Education: The Need for a Broad View of Assessment" (Peter J. Gray and Robert M. Diamond); "Making Assessment Work: A Synthesis and Future Directions" (G. Roger Sell).

Hager, P., A. Gonczi, and J. Athanasou (1994) "General Issues About Assessment of Competence." *Assessment and Evaluation in Higher Education* 19(1), 3-16.

The authors identified a number of worries and objections regarding competency based assessment: only assesses what is trivial or superficial; is inherently unreliable in that it involves inference; is inherently invalid; represents a departure from traditional proven methods of assessment; neglects the importance of knowledge; focuses on outcomes to the neglect of processes; relies on professional judgement, and hence is too subjective; and vainly tries to assess attitudes. This paper discusses each of these worries and objectives and shows that none of them is decisive. While each of them points to an important issue about competency based assessment, the discussion will show that in each case a well designed competency based assessment system can overcome the worry or objection.

Harrison, Lesley. (November 1995) "The Impact of Credit Transfer and Recognition of Prior Learning: Help or Hindrance for Mature-Age Students." *Barriers and Boundaries in Adult, Vocational, and Post-Compulsory Education and Training: Goals, Values, Knowledge, Structures, Participation, and Outcomes. 3rd International Conference. Conference Papers Volume 2*. Brisbane, Austral.: Centre for Skill Formation Research and Development, Faculty of Education, Griffith University.

The Hub. Newsletter of the Canadian Association for Prior Learning Assessment (CAPLA), Deseronto, Ont. Published since September 1995.

Hull, Rebecca C., ed. (June 1994) "Currency in Prior Learning Assessment." *Journal of the National Institute on the Assessment of Experiential Learning* (Adult Learning, Currency and Subjectivity in PLA).

An edited discussion that took place in the form of an electronic conference at the 1994 National Institute. The article considers how current a student's knowledge should be in the assessment of prior learning.

Jackson, Lewis, and Doug MacIsaac. (Summer 1994) "Introduction to a New Approach to Experiential Learning." *New Directions for Adult and Continuing Education* 62, 17-28.

Document Type: position paper; journal article. A process model for experiential learning (EL) in adult education begins with the characteristics and needs of adult learners and conceptual foundations of EL. It includes methods and techniques for in-class and field-based experiences, building a folio (point-in-time performance assessment), and portfolio construction (assessing transitional change and cumulative learning). Descriptors: Adult Education; Experiential Learning; Learning Theories; Portfolios (Background Materials); Student Characteristics; Student Evaluation.

Identifiers: Authentic Assessment; Process Models. ISSN: 0195-2242.

Kasworm, Carol E., and Catherine A. Marienau. (Fall 1997) "Principles for Assessment in Higher Learning." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches), No. 75.

The authors offer five principles of adult-oriented assessment based on commonly held premises of adult learning, and include examples of good practice in higher education and other sectors.

Kintzer, Frederick C. (1979) "Problems in Awarding and Transferring Experiential Learning Credits." *New Directions for Experiential Learning* 4, 37-46.

The problems in granting experiential learning credit and the exchange and use of such credit are discussed. Because of the shift in attention from traditional curricula to nontraditional programming and services, many problems exist for both the institutions and the adult students returning to school. Descriptors (major): Administrative Policy; College Credits; Experiential Learning; Nontraditional Education; Transfer Policy (minor): Articulation (Education); Educational Objectives; Guidelines; Higher Education; Institutional Cooperation.

Knapp, Joan. (1977) *Assessing Prior Learning -- A CAEL Handbook*. Columbia, MD: Cooperative Assessment of Experiential Learning.

124 pages. Sponsoring Agency: Ford Foundation, New York, N.Y.; Fund for the Improvement of Post-secondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind. Document Type: classroom material. Target Audience: Practitioners. A model for assessing and awarding credit for prior experiential learning is presented; the adult student's experiences are summarized in a portfolio. The model incorporates eight stages: facilitating the construction and assessment of a portfolio, identifying significant prior experiences, expressing the learning outcomes of prior experiences, articulating prior outcomes to educational goals, documenting the learning experience, measuring the extent and level of prior learning outcomes, judging the learning outcomes, and evaluating prior learning outcomes for awarding credits or recognition. At each stage, alternative practical procedures are suggested. Descriptors: Adults; Behavioural Objectives; College Credits; College Students; Credentials; Educational Background; Evaluation Criteria; Evaluation Methods; Experiential Learning; Guidelines; Higher Education; Informal Assessment; Job Skills; Knowledge Level; Models; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Special Degree Programs; Student Evaluation; Work Experience. Identifiers:

Performance Based Certification.

Knapp, Joan E., and Paul I. Jacobs. (November 1981) *Setting Standards for Assessing Experiential Learning*. Columbia, MD: CAEL.

Koenig, Chelene, and Gloria Wolfson. (1994) *Prior Learning Assessment in British Columbia: An Orientation for Post-secondary Institutions*. Victoria: British Columbia Ministry of Skills, Training and Labour.

62 pages. A joint project of Douglas Coll., New Westminster (British Columbia).; Malaspina Coll., Nanaimo (British Columbia); Open Learning Agency, Burnaby (British Columbia); University Coll. of the Fraser Valley, Abbotsford (British Columbia). Document Type: project description; non-classroom material. Target Audience: Administrators; Policymakers; Teachers; Practitioners. This manual provides an overview of the concepts and issues involved in the assessment of prior learning in the context of the increasing numbers of older, nontraditional students returning to higher education. Section 1 gives background information about prior learning assessment (PLA) and defines PLA as assessment by some valid and reliable means, by a qualified specialist, of what has been learned through non-formal education/training or experience, that is worthy of credit in a course or program offered by the institution providing the credit. Section 2 describes the standards and guidelines for quality assurance of PLA. Various methods of prior learning assessment are featured in Section 3. In Section 4, the focus is on one of the most common methods of PLA -- portfolio assessment. It introduces a discussion of academic and administrative issues and includes a discussion of special issues that pertain to the assessment of portfolios. Section 5 is intended for individuals or institutions who already use prior learning assessment or who will be implementing a PLA process. Section 6 lists the recommended participants in the PLA process. Appendixes list characteristics of adult learners and a sample prior learning assessment policy at one British Columbia institution. Also included are a glossary and a bibliography. Descriptors: College Faculty; College Role; College Students; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Portfolio Assessment; Prior Learning; Program Implementation; Standards; Student Evaluation. Identifiers: British Columbia. ISBN: 1-55139-014-0.

Kray, Eugene J. (1977) *Experiential Learning Assessment -- A Sourcebook for Post-secondary Institutions. Volumes II and III*. ERIC Document Reproduction Service No. ED148435.

395 pages. Document Type: classroom material. This source book is intended for post-secondary educators seeking to develop a system that will acknowledge, validate and credit prior learning at their institutions. It provides a systematic, organized approach to

the major issues surrounding the implementation of experiential learning assessment. Chapters include: Institutional Philosophy, Faculty, Students, Assessment and Evaluation, Organization and Administration, Institutional Policies and Procedures, Financing, and Other Agencies and Institutions. Each chapter is outlined by questions that provide a framework for describing how other institutions have attempted to respond to major issues, what some of the leading authors in the field have to say about this problem, and the conclusions of the author determined through empirical findings. Numerous institutional program examples, tables and exhibits are included throughout. An annotated Table of Contents assists the reader in locating specific materials for use. Appendices include sample materials from experiential learning programs at Delaware County Community College (Pennsylvania), Lakewood Community College (Minnesota), and Florida International University. Descriptors: Agency Role; College Credits; Community Colleges; Educational Philosophy; Evaluation Methods; Experiential Learning; Financial Support; Learning Experience; Post-secondary Education; Program Administration; Program Descriptions; Student Evaluation; Student Experience; Teacher Role; Two Year Colleges.

Kray, Eugene J. (June 1975) *Faculty Attitudes Toward Assessment of Experiential Learning*. Ed.D. practicum, Nova University.

58 pages. Document Type: research report. It was hypothesized that there is a significant difference in attitudes toward theories of learning between faculty members who assess experiential learning (EL) for award of college credit and those who do not. A questionnaire eliciting opinion on EL assessment methods and philosophy was distributed to 595 faculty members at 54 two- and four-year institutions. The questionnaire contained five statements from the behaviorist position and five from the cognitive constructionist position. Faculty were asked to respond using a six point modified Likert scale ranging from "strong support" to "strong opposition." Usable responses were received from 114 respondents who were involved in the assessment of EL and 68 who were not. Results indicated that the faculty who assess EL tend to take the cognitive constructionist position, while those who do not tend to take the behaviorist position. A literature review is included and the survey instrument is appended. Descriptors: College Faculty; Doctoral Dissertations; Experiential Learning; Higher Education; Learning Experience; Learning Theories; Post-secondary Education; Practicums; Questionnaires; Student Evaluation; Student Experience; Teacher Attitudes; Teacher Characteristics; Two Year Colleges.

Learning From Experience Trust. (1995) *AP(E)L Activities, 1980-1993*. Chelmsford, UK: Learning From Experience Trust.

Learning From Experience Trust. (1995) *Resource Materials for Assessing Experiential Learning*. Chelmsford, UK: Learning From Experience Trust.

Learning From Experience Trust, and County of Avon Education Department. (March 1987) *Handbook for the Assessment of Experiential Learning*. London, Eng.: Learning From Experience Trust. [35 pages; ISBN 1 870529 014]

Mann, Carolyn M., Brenda Krueger and Barry Heermann, for Sinclair Community College. (1989) *Credit for Lifelong Learning*. 3rd ed. Bloomington, IN: College Town Press.

Mayo-Wells, B., and R.W. Campbell. (June 1984) "Questions for Administrators of Experiential Learning Programs." In James W. Fonseca, Comp. *Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs*, 2nd, Arlington, Virginia, June 27-29.

Collection totals 313 pages. Document Type: conference proceedings. A total of 47 papers are presented from the George Mason University (Virginia) second annual conference on nontraditional, interdisciplinary, and external degree programs.

McCormick, Donald W. (October 1990) "The Painful Emotions of Prior Experiential Learning Assessment." *Adult Learning* 2(2), 26-28.

Document Type: journal article; position paper. The process of assessing prior experiential learning can be painful as adults analyze traumatic or embarrassing experiences, revisit disturbing problems, and find their confidence in past experiences shaken. Descriptors: Adults; Emotional Problems; Experiential Learning; Higher Education; Portfolios (Background Materials); Prior Learning; Reentry Students; Self Esteem. ISSN: 1045-1595.

Miller, Beverley. (May 1994) *Learning From the English Experience: A Study of the Assessment of Prior Learning in England*. Douglas College. [63 pages plus appendices]

Ontario Council of Regents' Prior Learning Assessment Advisory Committee. (1992) *PLA: Enhancing the Access of Adult Learners to Ontario's Colleges* (Final Report).

Open Learning Agency. (1997) *PLA Training Modules*. Burnaby, B.C.: Open Learning Agency.

Prepared by PLA practitioners in British Columbia, ten training modules developed to facilitate PLA education and training sessions and ensure the quality of training offered to advisors, assessors, and others involved in the implementation of PLA. The modules include over 500 pages of material, and the titles include: Introduction; Advising and Supporting Candidates; Introduction to Assessment; Applying Good Practice in Assessment; Marketing PLA; Implications for Curriculum; Institutional Systems for Supporting Learners; PLA Materials; Ensuring Quality and Cost-Effectiveness; Introducing PLA to Employers.

Pies, Timothy. (July/August 1996) "Faculty Ownership of a Prior Learning Program." *Adult Learning* 7(6), 13-14.

Document Type: position paper; journal article. Offers suggestions for spreading ownership of a prior learning program: sharing the program's philosophy; conducting workshops; arranging informal gatherings; assigning tutors; establishing a faculty committee; soliciting ideas; recruiting faculty; acting as liaison; publishing guidelines; convincing others of the program's value; and revealing developing trends. Descriptors: Adult Education; Adult Educators; Experiential Learning; Prior Learning; Teacher Role.

Reilly, Richard R., and others. (1977) *Expert Assessment of Experiential Learning -- A CAEL Handbook*. Princeton, NJ: Cooperative Assessment of Experiential Learning Project.

100 pages. Document Type: classroom material. Target Audience: Practitioners. Principles and guidelines for the use of expert judgment of experiential learning are outlined. The report deals with a number of basic issues that apply to expert judgment, such as the role of the evaluator in defining criteria, and structuring the assessment procedure so that it will be reliable and valid. The importance of establishing objectively defined standards is stressed. Four methods of assessment are described: interviews, assessment of student products, performance tests, and assessment of written materials. A number of suggestions for the improvement of assessment and a discussion of problems to avoid are included. Descriptors: Adults; Bias; College Students; Essays; Evaluation Criteria; Evaluation Methods; Evaluators; Experiential Learning; Guidelines; Higher Education; Informal Assessment; Interviews; Learning Experience; Performance Tests; Portfolios (Background Materials); Reliability; Standards; Student Evaluation; Validity; Work Experience; Writing Skills. Sponsoring Agency: Ford Foundation, New York, N.Y.; Fund for the Improvement of Post-secondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind.

Sansregret, M. (1996) *Prior Learning Assessment: Principles*. Lasalle, PQ: Hurtubise HMH.

Translation of: *La reconnaissance des acquis: principes*. Descriptors: Experiential learning; Advanced standing; Prior learning; Student evaluation; Apprentissage par l'experience; Equivalence; Connaissances acquises; Evaluation de l'etudiant. Identifiers: College level; Niveau collegial. ISBN: 2-89428-125-0.

Sansregret, Marthe. (October 1991) "Recognition of Practical Knowledge Through a Prior Learning Assessment Program." Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Montreal, Quebec, October 14-20.

8 pages. Document Type: conference paper. In a society characterized by change, people are faced with many opportunities to acquire practical knowledge outside the traditional environment of academic institutions using the same basic evaluation criteria and guarantee the validity and reliability of assessment. A prior learning assessment (PLA) program has the following economic benefits: it attracts a newly motivated adult clientele to return to school; it builds on what they already know; and it fills the enrollment gap left by a decreasing younger population. The ideological principles of justice and equity, ethics and morals, and responsibility are putting serious pressure on academic institutions to assess prior learning using the same basic evaluation criteria and to guarantee the validity and reliability of assessment. To apply these principles, four steps are required in a sound and valid PLA program: (1) program planning by administrators; (2) identification of student learning by a counselor; (3) assessment of learning by professors; and (4) accreditation by administrators. Faced with constant change, colleges and universities must modify their mandate and assess what has been learned outside their supervision. Descriptors: Adults; Advanced Placement; Certification; College Credits; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Lifelong Learning; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Student Evaluation; Student Experience; Student Placement; Work Experience.

Sansregret, Marthe. (October 1986) "Access by Mature Students to Higher Education. The Canadian Experience of Experiential Learning in Higher Education." Paper presented at a conference of the Scottish Institute of Adult and Continuing Education and the Association for Recurrent Education Glasgow, Scotland.

19 pages. Document Type: project description; conference paper. Target Audience: Practitioners. In view of the importance of recognizing and documenting the prior learning of adult students returning to higher education, a project was undertaken to research, construct a system, and write materials for use in assessing the experiential learning acquired by students seeking access to higher education. An extensive research effort was conducted, and a system to oversee the assessment of the prior learning of mature students was proposed. The system provides for assessment by andragogical counselors and assessors who report to a prior learning program director, who in turn

reports to the program's central administration. The system does not award credits for experience as such but rather only for learning outcomes. The identification criteria developed for the program stipulate that the learning must be measurable, college level, applicable outside the specific context in which it was learned, and relatively current. Furthermore, the learning in question must have both a theoretical and applied component, serve as a base for further learning, and show some relationship to the person's degree goal. Projects are now underway in 11 colleges and various universities in Quebec, and a series of materials for use by administrators, counselors, assessors, and students is being developed. The assessment process that was proposed on the basis of the Quebec experience entails having a program director, department chairman, and jury examine a student's complete portfolio and gives students the right to appeal any decision made. Descriptors: Access to Education; Adult Students; Educational Practices; Educational Trends; Evaluation Criteria; Evaluation Methods; Experiential Learning; Higher Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Student Certification; Student Evaluation; Student Experience Identifiers: Canada.

Sansregret, Marthe. (1985) *Recognition of Prior Learning. Administrator's Guide*. Quebec City: Quebec Department of Education.

80 pages. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie. Document Type: non-classroom material. Target Audience: Administrators; Practitioners. This guide is designed for administrators of universities, colleges, school boards, and private institutions who wish to consider the implementation of a program for the recognition of prior learning within their institutions. To explain the possibility of transferring learning skills, some examples of the recognition of prior learning are presented in chapter I. Chapter II provides an overview of the various steps that preceded the writing of this guide and gives the sources of the information. Chapter III presents a brief history of the recognition of prior learning. Chapter IV deals with the rationale for the recognition of prior learning in academic institutions. Chapter V facilitates the understanding of the vocabulary that is used for the recognition of experiential learning. A few definitions and propositions are presented. The ways of recognizing learning acquired in a nontraditional way are explained in chapter VI. Chapter VII covers quality control. Chapter VIII gives an overview of the main parties involved in the program for the recognition of prior learning, and chapter IX proposes to administrators an operational model in 12 steps and identifies the various groups of participants. Resources are listed. Descriptors: Adult Education; Adult Students; College Credits; Experiential Learning; Goal Orientation; Portfolios (Background Materials); Postsecondary Education; Prior Learning; Program Implementation; Work Experience. ISBN-2-551-06553-4.

Shipton, Jane, and Elizabeth Steltenpohl. (December 1981) "Relating Assessment of Prior Learning to Educational Planning." *New Directions for Experiential Learning* (Financing and Implementing Prior Learning Assessment) 14, 49-69.

Adult students, it is suggested, are not adequately prepared to plan their education and relate it to the assessment of prior learning. Educational goal clarification enhances a student's ability to participate actively in educational planning and to integrate prior learning into the total plan. Descriptors (major): Adult Students; Educational Objectives; Educational Planning ; Portfolios (Background Materials); Prior Learning; (minor): Cognitive Style; Educational Development; Higher Education; Models.

Simosko, Susan. (1991) *Assessment of Prior Learning: A Practical Guide for Professionals*. London: Kogan Page.

Simosko, Susan, and Cathy Cook. (1996) *Applying APL Principles in Flexible Assessment: A Practical Guide*. 2nd ed. London: Kogan Page.

200 pages. As this updated new edition illustrates, flexible assessment systems can be effectively established in academic, training and employment contexts. Properly set up, they can help individuals to achieve qualifications and other personal learning goals in less time and, frequently, at less expense. They can also enable organizations to make better use of existing resources and promote more independent learning and development among their students, trainees, or employees. This book gives practical advice on how to: apply the concept of APL to flexible assessment services, advise and support candidates through the assessment process, assess candidates using diverse evidence, design staff development programmes and explore wider organizational issues, systems and services. This second edition offers guidance to all those professionals who want or need to establish cost-effective, learner-centred flexible assessment services.

Smith, Alison, and Diane Preston. (1993) "APL: Current State of Play with Management Education in the UK." *Journal of Management Development* 12(8): 27-38.

Examines the levels of interest and involvement with APL (Accreditation of Prior Learning) within an industrial region of the UK and raises some doubts and concerns. Descriptors: National Vocational Qualifications; Training and Enterprise Councils; Competence; Qualifications; Accreditation (Courses); Accrediting Authorities. Identifiers: Accreditation of Prior Learning; Management Charter Initiative.

Spille, Henry, et al. (1980) "Assuring High Standards, Quality Control, and Consistency." *New*

Directions for Experiential Learning 7, 7-13.

Five contributors identify essential means for the college to assure high standards, quality control, and consistency in assessing the prior learning of adults. Types of learning include work or military experience and life experience; assessment methods include examination, portfolio examination, and competence-based programs. Descriptors: Academic Standards; Educational Quality; Equivalency Tests; Experiential Learning; Nontraditional Students; Prior Learning; Adult Education; College Credits; Evaluation Methods; Higher Education; Quality Control; Reliability; Student Evaluation.

Whitaker, U. (1989) *Assessing Learning: Standards, Principles, Procedures*. Philadelphia: Council for Adult and Experiential Learning.

130 pages. Document Type: review literature; project description. Target Audience: Teachers; Practitioners. The monograph provides a systematic explication of the underlying standards and principles that have been developed to help adult learners articulate what they know and can do, to clarify their claims to creditable achievement, to help assessors improve the reliability of assessment, and to save assessor time. Ten academic and administrative standards for quality assurance in assessing prior learning for credit are discussed. The academic standards are relevant to the assessment process itself; the administrative standards are related to the administrative context in which the assessment and the award of credit occur. The monograph is divided into the following areas of discussion: definitions, propositions, and assumptions; standards for assessing learning; principles and procedures for sponsored learning; principles and procedures for assessing prior experiential learning; administrative measures to safeguard quality assurance; and misconceptions and malpractice. An appendix contains principle and procedure checklists and lists of accrediting associations and experiential learning organizations. Descriptors: Academic Achievement; Administration; Adult Learning; College Credits; College Preparation; College Students; Competence; Evaluation Methods; Experiential Learning; Higher Education; Measures (Individuals); Prior Learning; Quality Control; Standards; Student Evaluation. ISBN: 07872-3348X.

Willingham, Warren W. (March 1976) *CAEL Project Status Report: Cooperative Assessment of Experiential Learning*. Princeton, NJ: Educational Testing Service.

25 pages. Document Type: research report. The Cooperative Assessment of Experiential Learning (CAEL) project is designed to develop appropriate concepts, methods, procedures, techniques, and instruments for the assessment of experiential learning and to validate such ideas, processes, and materials through large scale tryout on many college campuses. The status report concerns CAEL's developmental phase during which experimental assessment materials and procedures were developed and described in

preliminary working papers, and the validation and utilization phase. This phase included activities in the evaluation and revision of assessment procedures and materials; cooperative work on problems of implementing new assessment techniques; faculty development; and continuation of the forum and governance functions of the member institutions. Descriptors: Educational Assessment; Educational Development; Educational Innovation; Evaluation; Evaluation Methods; Higher Education; Learning Activities; Learning Experience; Lifelong Learning. Identifiers: Cooperative Assessment of Experiential Learning.

Wolf, Alison. (1995) *Competence Based Assessment*. Buckingham, Eng.: Open University Press.

Wolfson, Gloria Krupnick. (March 1996) *Prior Learning Assessment: A Case Study of Acceptance of Innovation and Change*. Fort Lauderdale, FL: A major applied research project, Nova Southeastern University.

Zakos, Paul. (October 1994) *Prior Learning Assessment Policies: An International Discussion*. Deseronto, Ont.: First Nations Technical Institute. [Conference presentation, 15 pages]

Zakos, Paul. (October 1991) *Prior Learning Assessment: Background Paper*. For the Ontario Council of Regents Consultation Process. Tyendinaga Mohawk Territory, Ont.: First Nations Technical Institute.

6 pages. This paper is intended to highlight some of the major developments in the process of PLA over the past 20 years. Emphasis is placed on the important role played by CAEL as an advocate for improved services to adult learners and its significant contributions to the theory and practice of PLA. Some attempt is made to identify the "principles of good practice" in the assessment of learning, the nature of the portfolio development process, and the key role which it plays in current assessment practices.

SECTION 2

Implementation of PLAR in Formal Education

2.2.1.1 Post-Secondary Education: Universities; *Undergraduate Studies*

Allen, Robert, and Geoff Layer. (1995) *Credit-based Systems as Vehicles for Change in Universities and Colleges.* Kogan Page.

This is a timely, readable yet ultimately tantalising volume. Its objectives are to consider how and why credit as a "phenomenon" has crept up on the HE sector, and emerged as a potential basis for a range of activities including funding; and, to draw some lessons in the influencing and management of change. The range of interest in "credit" is indeed remarkable, stretching from Government Departments and Funding Councils through Employer Organisations and TECs to HE (and FE) institutions both collectively and severally. A common agenda is inconceivable and the case studies described highlight the suspicions of "hidden agendas"; the narrative is littered with words like "battle" and "control". The analysis points to how credit has been seen variably as a means of changing the system and of responding to changes in the system. A pervasive theme is the shift to a mass system alongside declining units of resource and demands for greater accountability. In fact, accountability may provide the common theme although that is not the principle conclusion of the authors. They provide vivid and lucid evidence of the "tyranny of the three year degree", of the autonomy of subject or disciplinary groups, and of "changes in the balance of power", without, however, fully exploring the hegemony of the research-driven "old" universities. The strength of departments whose members often identify more with their professional poor group than with their employing organisation, who "alone" can define and understand the cohesion of a progressively structured degree course but who also constantly feel the need to defend their position in order to seek greater or stable resources provides a dilemma for managers and for pioneering practitioners. A key issue is whois, or should be, responsible to whom? Although thin on formal analysis of change management in an ambiguous and politicised context, the stories provide exemplary support for Enderud's "Four Phase Model" in dealing with non-routine, non-programmed planning decisions of high visibility and potentially high conflict (1). This requires proper allowance for an essentially highly ambiguous period (Bull session), a political period (negotiation), a collegial period (persuasion/legitimating), and an implementation period (bureaucratisation). To miss, or shortcut, any phase is to invite subsequent problems. More analysis of the role of credit-based systems in requiring transparent definitions of objectives and outcomes so rare in the holistic concept of a degree, might throw further light on the motives of interested parties. The authors have served to raise these and other questions, to reinforce the lessons in managing innovation and change, and, crucially, to evidence the view that

the successful introduction of credit-based systems is institutionally unique and could fail, or be hijacked, under a too uniform or standardised framework. Review by Ted Nakle. June 1996.

Alverno College. (1985) *Assessment at Alverno College*. Revised Edition. Milwaukee, WI: Alverno College. [83 pages]

Anderson, Terry, and Gloria Ross. (August 1992) *Earning College Credit for Your Peace Corps Service*. Washington, DC: Peace Corps, Information Collection and Exchange Div.

56 pages. Document Type: general report. This guide offers suggestions to Peace Corps returnees for getting college credit for Peace Corps service in the context of how prior learning (experiential learning) relates to mainstream academics. It offers a set of writing exercises to help the ex-volunteer evaluate his/her Peace Corps service. It gives suggestions for putting together a portfolio to document what the volunteer has learned. In addition, the guide discusses acquiring credit towards an academic degree and how much credit the Peace Corps experience might be worth. Appendices contain sample pages from a portfolio which was used in applying for credits in sociology and additional information on assessment of college-level knowledge acquired through Peace Corps work by means of the College Level Examination Program. Contains a 17-item bibliography. Descriptors: College Credits; Degrees (Academic); Equivalency Tests; Experiential Learning; Graduate Study; Higher Education; Learning Experience; Portfolios (Background Materials); Undergraduate Study; Work Experience Identifiers: Peace Corps.

Cohen, R., R. Flowers, R. McDonald, and H. Schaafsma. (1993) *Learning From Experience Counts: Recognition of Prior Learning in Australian Universities*. Commissioned report for the Credit Transfer Working Party on Credit Transfer and RPL, Australian Vice-Chancellors' Committee. [55 pages]

Collins, Monica. (1995) *Prior Learning Assessment in Canada and Abroad: Implications for Universities*. Unpublished manuscript, Canadian Association of University Continuing Education.

This unpublished report, prepared by a PLAR task force for CAUCE, the Canadian Association of University Continuing Education, encouraged COU to develop a task force and lobby for funding for a few PLAR pilot projects in Ontario universities.

Council for Adult and Experiential Learning. (1986) *Opportunities for College Credit: A CAEL Guide to Colleges and Universities*. Columbia, MD: Council for Adult and Experiential Learning.

81 pages. Document Type: non-classroom material; directory. This booklet provides a guide to some of the credit-bearing opportunities in place at more than 1,200 United States colleges and universities that recognize learning obtained away from the formal college classroom. The data were compiled from a fall 1984 survey and are presented in two sections. The first provides the programmatic information itself in alphabetical order by state and, within each state, in alphabetical order by college. In this section, a matrix identifies possible opportunities for credit: national standardized examinations, recommendations by the American Council on Education, Advanced Placement Program, assessment by portfolio, institution-specific tests, oral interviews, and demonstration of competencies. The second section contains the names and addresses of all of the colleges and universities listed in the matrix. Descriptors: Advanced Placement Programs; College Credits; College Programs; Degree Requirements; Educational Experience; Employment Experience; Experiential Learning; Higher Education; Nontraditional Education; Prior Learning; Student Experience; Transfer Policy.

Courts, Patrick L., and Kathleen H. McInerney. (1993) *Assessment in Higher Education: Politics, Pedagogy, and Portfolios*. Westport, CT: Praeger.

Croker, D., D. Ellis, Y. Hill, J. Storan, and I. Turner, eds. (1998) *APEL: Beyond Graduateness*. Chelmsford, Eng.: South East England Consortium for Credit Accumulation and Transfer.

This publication is the third of its kind but, unlike the previous two, it focuses on APEL in the postgraduate realm. This book appears at a crucial time for post-compulsory education and training, particularly in the United Kingdom. The Dearing Report, the Fryer Committee's work and the Government's Green Paper, although dealing with different aspects and parts of education provision, all point to a conception of learning which includes learning derived from sources and sites beyond formal education arrangements. Within the contributions are a range of schemes, proposals, accounts and different APEL practices which can bring about wider opportunities for higher-education level learning to count both at undergraduate level and beyond graduateness. ISBN: 0-9522219-6-9.

Dockrell, Richard, Fiona Reeve, and Michael Osborne. (Summer 1996) "Access to Higher Education Through the Accreditation of Work-Based Learning." *Journal of Further and Higher Education* 20(2): 81-96.

Descriptors: Universities; Access Programmes; University Admission; Work Environment. Identifiers: Scotland; Accreditation of Experiential Learning; Accreditation of Prior Learning.

Doyle, Richard J. (December 1981) "Credit for Experiential Learning in Michigan." *Phi Delta Kappan* 63(4), 285-86.

Reports the results of a survey of the practices of 78 Michigan colleges and universities in awarding and transferring credit for nontraditional or experiential learning. Descriptors (major): College Credits; Experiential Learning (minor): Evaluation Methods; Higher Education; Prior Learning; State Surveys; Student Experience; Transfer Policy.

Evans, Norman. (February 1988) *The Assessment of Prior Experiential Learning: Report of a CNAA Development Fund Project Conducted at the Learning from Experience Trust.* CNAA Development Services Publication 17. London, Eng.: Council for National Academic Awards, London.

46 pages. Document Type: research report; evaluative report. A project was conducted to develop, monitor, and evaluate schemes for assessing the prior experiential learning of individuals enrolling in polytechnic institutes and colleges. A total of 12 evaluation schemes at 15 educational institutions throughout Great Britain were examined. The evaluation schemes studied had been developed to assess the prior learning of students enrolled in such courses of study as production engineering, business, social studies, computing and information technology, and mechanical engineering. Twelve of the schemes studied eventually became operational in 11 of the institutions. Assessment of prior learning was found to work best when the responsibility for demonstrating prior learning was placed with the student and when there were clear separations between experience as a source of learning and experience per se, identification and assessment of prior learning, and the academic functions of helping students prepare evidence of learning and assessing that learning. Four approaches to assessment were found to be successful--formally organized classes, tutorials, instruments and manuals, and interviews. The adult students whose prior learning was assessed used the information in a variety of ways, such as to obtain admission to degree courses, obtain employment, advance in their careers, change their career direction, or find contentment where they are. (Nine appendixes provide information on prior learning evaluation at six selected institutions plus suggestions for standardizing assessment information.) Descriptors: Adult Education; Adult Students; Evaluation Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Student Evaluation. Identifiers: Great Britain.

Evans N., and A. Turner. (1993) *The Potential of the Assessment of Experiential Learning in Universities*. London: Her Majesty's Stationery Office. [ISBN: 1 870529 14 6]

Fairleigh Dickinson University. (1992) *Guidelines for Life/Work Experience Credit Evaluation.* Rutherford, NJ: Fairleigh Dickinson University, Office of Adult Education. [80 pages]

Fehnel, Richard A., and Norman D. Sundberg. (1976) *From Apathy to Awareness and Action: A Model for Institutional Development of Sponsored and Prior Learning in a Traditional University*. Princeton, NJ: Cooperative Assessment of Experiential Learning Project.

67 pages. Document Type: project description. The purpose of a project at the University of Oregon was to explore principles and procedures for experiential learning programs. Experiential learning in this instance refers to both prior learning and field experience. Considerable attention is paid to the Lila Acheson Wallace School of Community Service and Public Affairs within the university. This school has a strong tradition of sponsored learning, and its emphasis is on interpersonal communication and competence. The project report outlines a model of program development and proposes a continuum of institutional awareness and action. Two major concerns addressed are academic standards and costs, and the matters of program rationale and articulation are discussed. The progress of experiential learning at the University of Oregon is assessed, and the developmental needs of the program are outlined. Descriptors: Academic Standards; Articulation (Education); Experiential Learning; Field Experience Programs; Higher Education; Models; Prior Learning; Program Costs; Program Development; Program Improvement; State Universities; Student Experience. Identifiers: University of Oregon.

Forrest, Aubrey. (Winter 1976) "A New, Old Frontier for the Library-College: The Educational Context of Assessing Experiential Learning." *Learning Today* 9(1), 54-59.

Presents a few of the ideas which teachers are using to measure learning that takes place in unsupervised contexts. Descriptors (major): Experiential Learning; Grading; Independent Study (minor): Evaluation Criteria; Open Education.

Goerke, Glenn A. (1980) "Certification of Noncredit Instruction." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 71-74.

This chapter reports on the new Continuing Education Unit (CEU) as a quantitative measure of non-credit course work, and indicates how the college should consider CEU

transcripts in assessing prior adult learning for credit.

Gould, Samuel B. (1980) "Future Directions for Prior Learning Programs." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 75-78.

In the judgment of a former chancellor of universities and university systems, present efforts by colleges to develop new learning opportunities for adults are part of a highly significant movement seeking to meet the needs of many millions of adults.

Hanson, Kathryn S. (September 1997) "A University Perspective on PLA." *Learning Quarterly* 1(3), 10-13.

Harrison, Lesley. "Competency: A Review of Who is Calling the Tune, the Players, and Their Instruments."

This paper reviews the competency-based movement within the metaphor of an orchestra (higher education), who is conducting (calling the tune), the orchestral players (mature-age students), and the instruments used in the performance (credit transfer and recognition of prior learning).

Henebury, Corinne. (1990) *Assessment of Prior Learning and Learner Services.* London: Further Education Development Agency.

This document supports the use of APL in offering a client-focussed service and making traditional structures more flexible. Written by Corinne Henebury of the Learning From Experience Trust, it draws on case studies of three colleges and the guidance offered, particularly on staff and institutional development, should reflect the requirements of the further education system. ISBN: 1 85338 268 X.

Heon, Lucie, et al. (1986) "La reconnaissance des acquis expérientiels: étude de cas de la politique d'admission des adultes a l'Université de Laval (Recognition of Experiential Learning: Case Study of the Politics of Adult Admissions to the University of Laval.)" *Canadian Journal of Higher Education* 16(2), 67-79.

A study of 400 University of Laval adult applicants under its new admission policy suggest that while student age and experience appear to be important factors in gaining admission, they are enhanced by the closeness of the experience to academic or cognitive

learning combined with a high school diploma and grades above 65%. Descriptors (major): Admission Criteria; Adult Students; College Applicants; Experiential Learning; School Policy (minor): Age; College Admission; Comparative Analysis; Foreign Countries; Grades (Scholastic); Higher Education; Portfolios (Background Materials); Universities.

Hodgkinson, Linda. (1996) *Changing the Higher Education Curriculum–Towards a Systematic Approach to Skills Development (Vocational Qualifications Centre. The Open University).* Cambridge: The Burlington Press.

The report presents the findings of a two-year project which was set up to determine the extent to which, and how, the National Council for Vocational Qualifications (NCVQ) framework of core skills could be embedded within the higher education curriculum,, and funded by the (then) Employment Department.

Innerd, Wilfred, et al. (1997) *Prior Learning Assessment and Recognition: The Learning Outcomes-Based Approach -- A Handbook.* Windsor, Ont.: University of Windsor.

The purpose of this handbook is to provide faculty and administrators in Canadian Universities with a guide to the implementation of Prior Learning Assessment and Recognition (PLAR) by means of learning outcomes-based assessment. Some recommended uses for the handbook include: to introduce the concepts of learning outcomes and PLAR in universities; to be used as a self-study guide/tool by faculty/ administrators; to train faculty to write and use learning outcomes for courses and programs in formal professional development workshops; to foster dialogue in universities about program development, learning and teaching, assessment and evaluation; to facilitate development of a feasible action plan for implementation of outcomes-based PLAR. The handbook is a resource for 1) the development of learning outcomes for courses and programs, and 2) PLAR implementation. As noted it can be used for either or both of these tasks. The learning outcomes for users of the handbook follow. Users of the handbook will: define and develop learning outcomes for courses and programs; use a learning outcomes-based approach to facilitate the implementation of PLAR into the university; understand the benefits and issues in the implementation of PLAR by means of learning outcomes-based assessment and develop strategies to address the challenges.

Jackson, Lewis, et al, eds. (October 1992) *Applying Experiential Learning in College Teaching and Assessment: A Process Model.* Greeley, CO: University of Northern Colorado.

49 pages. A manual prepared by the Experimental Learning Study Group. Document

Type: non-classroom material. This manual presents a process model in which university teaching and assessment processes are embedded within a broader view of the human learning experience and the outcomes that are required for professional student growth. The model conceptualizes the university's role in the lives of lifelong learners and provides a framework for rethinking traditional university teaching practices and future research into teaching and learning. The model's components include: (1) adult learner characteristics; (2) the conceptual foundations of experiential learning; (3) methods and techniques for engaging learners in experiential learning activities; (4) assessment processes and outcomes, involving building a folio with artifacts and reproductions; and (5) building a portfolio from the folio. Implications of the model for college and university courses and programs are discussed. Chapters have the following titles and authors: "Overview of the Model of the Teaching/Learning Process" (Lewis Jackson and Doug MacIsaac); "Characteristics of Adult Learners and Foundations of Experiential Learning" (Rosemary Caffarella and Bruce Barnett); "Methods and Techniques for Engaging Learners in Experiential Learning Activities" (Patty Lee and Rosemary Caffarella); "Assessment Processes and Outcomes: Building a Folio with Artifacts and Reproductions" (Bruce Barnett and Patty Lee); and "Assessment Processes and Outcomes: Building a Portfolio from the Folio" (Doug MacIsaac and Lewis Jackson). Descriptors: Adult Learning; College Faculty; College Instruction; College Outcomes Assessment; Evaluation Methods; Experiential Learning; Higher Education; Lifelong Learning; Portfolios (Background Materials); Student Characteristics; Student Evaluation; Teacher Education; Teaching Methods; Teaching Models. Identifiers: Teacher Portfolios.

Learning From Experience Trust. (1995) *The Potential of the Assessment of Experiential Learning in Universities*. Chelmsford, UK: Learning From Experience Trust.

Mann, Carolyn M. (1997) "Prior Learning Assessment: U.S. Experience Facilitating Lifelong Learning." In *Lifelong Learning: Policies, Practices, and Programs*. Ed. Michael J. Hatton. Toronto: Humber College, School of Media Studies. 256-265

Document Type: review literature; project description. 12 pages. This paper focuses on the role of prior learning assessment in the lifelong learning of adults in the United States. The introduction stresses the increasing importance of lifelong learning in American society. The second section reviews prior learning and its assessment. Prior learning is formally defined as learning which has been acquired through non-academic life and work experience. Prior learning assessment is defined as a system of evaluating and granting college credit to adults who can articulate and document that they have achieved the objectives of a given course or set of competencies. The third section reviews the three basic approaches used to award credit for prior learning. The first approach most commonly uses standardized tests produced by either Educational Testing Services (ETS)

or American College Testing Services (ACT). The second approach uses challenge examinations developed by the American Council on Education (ACE). The third approach uses a portfolio, a formal document produced by the individual being assessed which details learning acquired through non-college experiences. The final section discusses in general terms how prior learning assessment can help facilitate interest and commitment to lifelong learning. Descriptors: Educational Testing; Higher Education; Lifelong Learning; Occupational Tests; Portfolio Assessment; Prior Learning; Vocational Education. Identifiers: American College Testing Program; American Council on Education; Educational Testing Service.

Meyer, Peter. (1976) *Awarding College Credit for Non-College Learning*. San Francisco: Jossey-Bass. [195 pages]

Miller, Myrna R., and Laurent A. Daloz. (Fall 1989) "Assessment of Prior Learning; Good Practices Assure Congruity Between Work and Education." *Equity and Excellence: University of Massachusetts School of Education Quarterly* 24(3), 30-34.

Document Type: journal article; project description. Special issue with the title, "Adult Learners in Higher Education." Discusses bridging the gap between work and education through the establishment of programs to assess, evaluate, and certify experiential acquired learning. Covers two ways of viewing assessment: (1) separating inputs from outcomes; and (2) the portfolio process, which involves students writing descriptions of their learning as evidence. Descriptors (major): Education Work Relationship; Employment Experience; Equivalency Tests; Experiential Learning; Higher Education; Nontraditional Students; Outcomes of Education; Portfolios (Background Materials); Prior Learning; Qualifications ; Work Experience (minor): Adult Students; Educational Experience. Subjects covered: Credits and credit systems/Colleges and universities; Learning, Psychology of/Experiential learning; Portfolio assessment; Personnel records/Students/Colleges and universities.

Miller, Myrna R., and Albert M. Sterling. (1974) "An Old-Fashioned New Trend: Evaluation at Empire State College." *Educational Horizons* 52(4), 184-187.

Article described Empire State College's efforts to recognize college-level learning outside the classroom and to grant academic credit for students' achievement without regard to where or how it was gained. Descriptors: Degrees Academic; Educational Trends; Learning Activities; Learning Experience; Student Evaluation; Educational-Objectives.

National Institute on the Assessment of Experiential Learning. (June 1991) *The Assessment of Prior Learning and the Accrediting Process*. Proceedings of the National Institute on the Assessment of Experiential Learning, June 9-12, 1991, Thomas A. Edison State Coll., Trenton, NJ. Chicago: Council for Adult and Experiential Learning.

Document Type: position paper; conference proceedings. 13 pages. This publication is based on the session on assessment of prior learning and the accrediting process at the 1991 National Institute on the Assessment of Experiential Learning. The paper by Paula Hooper Mayhew focuses on regional accreditation, including the evaluation team visit and accrediting prior learning assessment during the visit. Amy K. Lezberg's presentation discusses the background of accreditation in New England and then deals specifically with prior learning assessment in New England, including the role of the Commission on Institutions of Higher Education in accreditation, makeup of the commission, and accreditation of prior learning assessment. The presentation of Gerald W. Patton addresses the four criteria for accreditation: (1) the institution has clear and publicly stated purposes, consistent with its mission and appropriate to a post-secondary educational institution; (2) the institution has effectively organized adequate human, financial, and physical resources into educational and other programs to accomplish its purposes; (3) the institution is accomplishing its purposes; and (4) the institution can continue to accomplish its purposes. Descriptors: Accreditation (Institutions); Adult Education; Certification; College Credits; Colleges; Conference Proceedings; Experiential Learning; Institutes (Training Programs); Institutional Evaluation; Nontraditional Students; Prior Learning; Student Evaluation.

National Institute on the Assessment of Experiential Learning. (June 1990) *The National Institute on the Assessment of Experiential Learning: Proceedings of the 2nd Conference*. Princeton, New Jersey, June 4-7. Philadelphia, PA: Council for Adult and Experiential Learning.

42 pages. Document Type: conference proceedings. This document summarizes discussions held at a conference of the National Institute on the Assessment of Experiential Learning, which is concerned with prior learning assessment (PLA), a process developed for awarding college-level credit for out-of-class experiences. The conference consisted of two tracks, beginning and advanced; this format allowed newcomers to the field of PLA to gain a solid foundation while those who were already involved participated in the advanced track. Topic sessions are summarized, with descriptions of the remarks of speakers and participants. The topics and primary speakers for each session for the general sessions were: (1) "A Philosophical Approach to Prior Learning Assessment" (U. Whitaker); (2) "The Practice of Prior Learning Assessment" (B.G. Sheckley); (3) "The History and Future of Prior Learning Assessment" (M.T. Keeton); and (4) "Prior Learning Assessment and Accreditation: Panel from the Commission on Institutions of Higher Education" (P.H. Mayhew, A. K. Lezberg, and G.

Patton). For the beginning track, the topics and primary speakers were: (5) "Identifying Learning" (H. W. Cabell); (6) "Setting Up Policies and Procedures for a Prior Learning Assessment Program" (R.A. Craig); (7) "Selecting and Training Faculty Assessors" (R.A. Craig); and (8) "Documenting, Measuring and Evaluating Learning" (U. Whitaker). The advanced track topics and primary speakers were: (9) "Defining Critical Thinking Outcomes" (M.T. Keeton); (10) "Current Perspectives on Adult and Experiential Learning" (B.G. Sheckley); (11) "Prior Learning Assessment and Sponsored Learning" (U. Whitaker); (12) "The Transcription of Prior Learning Credit" (H. W. Cabell); (13) "Graduate Level Prior Learning Assessment" (U. Whitaker); and (14) "Summary" (M.T. Keeton). Descriptors: Adult Education; College Credits; Critical Thinking; Educational Assessment; Educational History; Educational Policy; Evaluators; Experiential Learning; Graduate Study; Higher Education; Prior Learning; Program Development; Student Experience.

National Institute on the Assessment of Experiential Learning. (July 1989) *The National Institute on the Assessment of Experiential Learning: Proceedings of the 1st Conference*. (1989) Thomas A. Edison State Coll., Trenton, New Jersey, July 16-20. Philadelphia, PA: Council for Adult and Experiential Learning.

Document Type: conference proceedings. 28 pages. This document summarizes the National Institute on the Assessment of Experiential Learning conference in July 1989, during which educators from the field of adult education met to discuss prior learning assessment (PLA), a process developed for awarding credit for college-level knowledge acquired outside the classroom. Some educators were exploring setting up a PLA program; others already had programs. Learning at the Institute occurred through lectures, discussions, simulations, role playing, games, and informal discussion. The topics presented at each session and the remarks of the principal speaker or discussion leader are summarized. The sessions and names of speakers or discussion leaders were: (1) "How Adults Learn through Experience" (P. Jacobs, L. Harvey, and S. Simosko); (2) "Identifying College-Level Learning" (U. Whitaker and H.W. Cabell); (3) "Documenting Learning" (U. Whitaker); (4) "Measuring Learning" (H.W. Cabell); (5) "Evaluating Learning" (S. Simosko); (6) "Selecting and Training Faculty Assessors" (L.S. Harvey and R.A. Craig); (7) "Marketing Prior Learning Assessment to Faculty, Administrators, and Potential Students" (R.A. Craig and S. Simosko); and (8) "Maintaining a Quality Program" (A. Mandell). Descriptors: Adult Education; College Credits; Educational Assessment; Evaluation Methods; Evaluators; Experiential Learning; Higher Education; Knowledge Level; Measurement Techniques; Prior Learning; Program Development; Program Implementation.

Paczuska A., and I. Turner. (1998) "Records of Achievement in Higher Education: Aims and Outcomes". In *Strategic Models of Lifelong Learning: The Method of APEL*. Ed. Bailie,

S.H. and O'Hagan, C. Belfast.

Peruniak, Geoff S. (November 1989) *Final Report of the Experimental Project for the Assessment of Prior Learning*. Athabaska, Alta.: Athabaska University.

22 pages. This is the final report of a pilot project which lasted 22 months. The purpose of this study was to develop procedures for the assessment of prior learning and then to field-test this system with AU learners. The project was intended to give AU faculty training and experience in the operational details of the assessment of prior learning. This was the first attempt at AU to provide a systematic, credit-earning option that incorporated non-traditional kinds of learning. Also includes a student guide (20 pages) and evaluator's guide (23 pages).

Preston, Kathleen. (August 1981) "Assessment of Prior Learning: An Interdisciplinary Perspective." Paper presented at the 89th Annual Meeting of the American Psychological Association, Los Angeles, CA.

9 pages. Document Type: conference paper; project description. The Assessment of Prior Learning Program at Humboldt State University, California, is described. The program enables students to gain at least token recognition, through elective units, for prior learning by taking a course and writing a portfolio that is assessed by faculty and awarded up to 10 additional units. The program began by offering lower-division credit under a Behavioural and Social Sciences course number, and is now offering upper-division credit in all academic areas. Through the Division of Interdisciplinary Studies, it is suggested that the entry of older students into the regular college population has resulted in more flexibility in the traditional curriculum. The faculty, by working with students who are in their same generation or older, have become more aware of the kinds of expectations they have of college students. One issue is whether people learn better by moving from the particular and applied to general principles, or vice versa. Courses are usually taught beginning with the general and then examining applications; however, adults who have considerable non-academic experience are likely to learn in the other direction, using applied knowledge as the basis for theoretical understanding in academic courses. The average age of students in the program has been 42 years, and 90 percent have been women. Most people who enroll complete the course, but only about one-third complete the portfolio for the additional units. The greatest faculty concern has been to maintain a level of quality at least as high as in regular courses and to create credibility for the program with other faculty. A bibliography is appended. Descriptors: Adult Students; College Credits; College Students; Educational Quality; Employment Experience; Experiential Learning; Higher Education; Interdisciplinary Approach; Nontraditional Students; Prior Learning; State Universities; Student Evaluation; Teacher Attitudes. Identifiers: Humboldt State University CA.

Reithlingshoefer, Sally J., ed. (May 1992) *The Future of Nontraditional/ Interdisciplinary Programs: Margin or Mainstream? Selected Papers from the Annual Conference on Nontraditional and Interdisciplinary Programs*, 10th, May 10-13, Virginia Beach, VA. Fairfax, VA: George Mason University.

763 pages. Document Type: conference proceedings. Target Audience: Practitioners. This volume presents the proceedings of a conference on higher education non-traditional and interdisciplinary programs. The papers are grouped into 13 categories, including "Assessing Experiential Learning" -- integration into a traditional four-year institution, new directions, new collaborations, 10 years of portfolio program assessment at Lewis and Clark State College, Fairleigh Dickinson University's portfolio process, assessment standards.

Sanford, James F., Comp., and Reithlingshoefer, Sally J., eds. (May 1990) *What If the University Took Learning Seriously?: Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs*, 8th, May 14-16, Virginia Beach, VA. Fairfax, VA: George Mason Univ., School of Continuing and Alternative Learning.

479 pages. Document Type: conference proceedings. Target Audience: Teachers; Administrators; Policymakers; Practitioners Alternative approaches to learning are the subject of these approximately 50 papers on non-traditional and interdisciplinary programs in higher education. Assessment of prior learning and program assessment is considered in six papers which look at assessment methods, 2-year and 4-year college cooperation, and work autobiographies.

Sheffield Hallam University. (1993) *Procedures for the Accreditation of Prior Experiential Learning*. Sheffield, Eng.: Sheffield Hallam University.

Simosko, Susan. (Summer 1988) "Assessing Experiential Learning." *New Directions for Teaching and Learning* (Assessing Students' Learning) 34, 61-70.

Document Type: journal article; evaluative report. Recognizing adults' prior college-level learning requires a substantial investment of faculty time to identify learning outcomes and standards of performance, but the benefits are great for students and faculty alike. Descriptors: Academic Standards; Adult Students; College Credits; Equivalency Tests; Evaluation Methods; Experiential Learning; Higher Education; Outcomes of Education; Prior Learning; Student Evaluation; Test Selection.

Simosko, Susan, et al. (1988) *Assessing Learning: A CAEL Handbook for Faculty*. Philadelphia, PA: Council for Adult and Experiential Learning.

184 pages. Document Type: collection; teaching guide. Target Audience: Teachers; Practitioners. The issue of assessing adult learning prior to formal college level study is examined and presented in this handbook. The handbook offers guidelines for setting standards, provides a review of some of the proven techniques and practices that have been used to evaluate previous learning, addresses a series of issues relevant to particular subject matter areas, and gives examples of working institutional models and new initiatives in the recognition of prior learning. Discussions of assessing adult learning are presented within the following chapters: "Experiential Learning and Assessment" (Susan Simosko), "Assessment Techniques" (Susan Simosko); "Using Examinations to Award Credit for Prior Learning" (Paul Jacobs and Kate Gulliver); "Issues in Assessing the Liberal Arts" (Susan Simosko and Graham Debling), "Issues in Assessing Occupational and Technical Subjects" (Patricia Dewees); "Issues is Assessing Business" (Michael Mark); "Issues is Assessing the Performing Arts" (Anne Bielawski and Margaret Dunn); "Assessment of Professionals" (Donna L. Queeney); "Institutional Models: Whys and Hows of Prior Learning Assessment" (Harriet Cabell and Jerry H. Hickerson); "Prior Learning Assessment in the United States: Institutional Models" (Norman Evans); "Prior Learning Assessment in Quebec Colleges" (Robert Isabelle and Francine Landry); and "Learning Theory and the Benefits of Assessment" (Barry Sheckley). References follow most chapters. Descriptors: Adult Learning; Adult Students; College Preparation; Competence; Evaluation Methods; Experiential Learning; Higher Education; Learning Processes; Measures (Individuals); Prior Learning; Standards; Student Evaluation. ISBN: 07872-33471.

Spille, Henry A. (November/December 1978) "Credit for What They Already Know." *AGB Reports* 20(6), 20-23.

Begun when a student challenged a statement in the college catalog, Wisconsin's workable system for giving credit for prior learning is described. Suggestions are offered for having faculty set policy, involving maximum faculty, establish a review mechanism, and keep individuals away from their traditional roles. Descriptors: College Credits; Evaluation Methods; Experiential Learning; Prior Learning; Student Evaluation; Student Experience; Teacher Participation; College Faculty; Educational Assessment; Higher Education; Student Rights.

Spille, Henry A., and Allan C. Hartley. (1975) "Credit for Experience in Practice." *Educational Record* 56(1), 55-58.

At the University of Wisconsin-Green Bay, faculty have granted degree credits for

informal learning to more than 150 students. Evaluating learning acquired outside normal academic channels has been successful because the students bear the responsibility of relating their experiences to university requirements. Descriptors: College-Credits; Higher-Education; Student-Evaluation; Student-Experience; Degree-Requirements; Educational-Innovation; Evaluation-Methods.

Stanley, Elizabeth (1980) *Credit for Prior or Experiential Learning. Information Series No. 210.* Columbus, OH: ERIC Clearinghouse on Adult, Career, and Vocational Education, Ohio State Univ., National Center for Research in Vocational Education.

68 pages. Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Document Type: ERIC product; position paper. This paper focuses on the activities of colleges and universities providing options for the assessment of prior learning for adult students. The paper emphasizes programs with associate and baccalaureate degree-granting institutions in the United States and Canada. It is aimed at faculty members, practitioners, administrators, and policy-makers, as well as agency or legislative personnel interested in this growing aspect of post-secondary education. An attempt is made to provide sufficient detail to answer questions most often asked by these audiences concerning the adoption of a policy on credit for prior learning and to suggest appropriate resources for further study. The practice of awarding credit for prior learning is traced in the first section. In the second, various approaches to assessing prior learning are surveyed; included in this section is information about credit by examination, credit recommendations for non-collegiate courses, individualized assessment (study orientation, portfolio preparation, measurement and evaluation of learning outcomes, transcription or recording of credit awarded, and other institutional policies), evaluators and faculty development, special interest areas, and costs and fees. The third section discusses quality assurance and program evaluation. The last section examines future directions and implications. Information about credit-for-prior-learning publications is included in the appendixes. Descriptors: Adult Students; College Credits; Credit Courses; Degree Requirements; Equivalency Tests; Experiential Learning; Faculty Development; Nontraditional Education; Post-secondary Education; Prior Learning; Program Evaluation; Self Evaluation (Individuals). Identifiers: Canada; Information Analysis; United States.

Stephens College Without Walls. (1977) *Prior Learning: A Guide to Portfolio Development. Stephens College Without Walls, 1977-78.* Columbia, MO: Stephens Coll. Without Walls.

131 pages. Document Type: classroom material. Target Audience: Practitioners. Stephens College Without Walls will grant college credits for prior experiential learning, if properly documented. Proficiency examinations, non-college transcript credit, work experiences, volunteer activities, homemaking, workshops or seminars, recreational

activities or hobbies, independent reading, or licenses are categories of experiences for which credit may be granted. Learning gained from these experiences must meet four criteria: it must be publicly verifiable, be equivalent to college-level work, have a subject matter or knowledge base, and relate to the student's educational and/or occupational goals. The application for college credit involves six steps: 1) the student takes a Liberal Studies Seminar, 2) a preliminary portfolio describing prior learning is assembled, 3) the portfolio is examined for completeness and congruence with the guidelines, 4) the appropriate department examines the portfolio for possible college-level learning, 5) the portfolio is returned to the student, with the department's recommendations, and 6) the student supplies documentation in the form of the final portfolio. Detailed guidelines and examples are presented for preparing the preliminary and the final portfolios. Descriptors: Academic Records; Certification; College Credits; Credentials; Documentation; Equivalency Tests; Evaluation Methods; Experiential Learning; External Degree Programs; Guidelines; Higher Education; Hobbies; Homemaking Skills; Independent Reading; Prior Learning; Recreational Activities; Seminars; Student Evaluation; Volunteers; Work Experience; Workshops. Identifiers: Stephens College Without Walls MO.

Strange, John. (1980) "Credit for Learning Gained in Life and Work Experience." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 37-42.

This chapter identifies prime features of sound college programs that assess for credit the prior learning gained by adults in experience, as viewed by an officer of the Council for the Advancement of Experiential Learning (CAEL), and gives major reasons for the introduction of such programs by rapidly increasing numbers of colleges.

Trivett, David A. (1975) *Academic Credit for Prior Off-Campus Learning*. Washington, D.C.: George Washington Univ., ERIC Clearinghouse on Higher Education.

80 pages. Sponsoring Agency: American Association for Higher Education, Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Document Type: bibliography. The educational and social rationale for granting academic credit for off-campus learning grows out of the notion that educational systems now have the capability to change from selective to adaptive systems. If this change is to occur in ways to permit access, not just in terms of admission but in terms of credentials, then concomitant changes in institutional practices must take place. The granting of academic credit for learning acquired off-campus is viewed by some as a socially just method to bestow credentials earned regardless of source and is a logical extension of the access goal. The focus of this paper is the granting of credit for prior off-campus learning, a form of credit awarded for experiential learning that is in contrast to such sponsored

programs as cooperative learning and field experience. Several procedures are in use to grant credit for prior off-campus learning. A traditional method to grant credit for off-campus learning is an examination for college-level credit. The College Level Examination Program (CLEP) is the best known method. Academic credit is also being granted for off-campus learning from life and work experience. Special degree programs, such as the external degree, make great use of the various forms of academic credit for off-campus learning. The emphasis of this report is on learner-centered methods of evaluation that permit institutions to become responsive to the growing market of new students who seek credentials from higher education institutions. Descriptors: College Credits; Evaluation Methods; External Degree Programs; Higher Education; Student Evaluation; Student Experience. Identifiers: CASE; College Level Examination Program.

Trowler, P. (1996) "Angels in Marbel? Accrediting Prior Experiential Learning in Higher Education." *Studies in Higher Education*, 21(1) 17-30.

Walker, Lila Bowden. (1995) *The Effect of Membership in the Council of Adult and Experiential Learning on the Quality of Prior Learning Assessment Services in Senior Level Institutions Accredited by the Southern Association of Schools and Colleges*. Ph.D. dissertation, University of North Texas.

Ward, Barbara. (1980) "Credit for Learning: The Competence-Based Model." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 57-64.

This chapter discusses competence-based (or "competency-based") programs of innovative colleges including the role of the assessment of prior learning in such programs, drawing on the experience of Justin Morrill College of Michigan State University.

West, Linden, and Wilma Fraser. (January 1992) *The Assessment of Prior Experiential Learning in Universities' Admissions Procedures*. Canterbury, Eng.: Unit for the Study of Continuing Education, School of Continuing Education, University of Kent at Canterbury.

69 pages. Document Type: research report; test, questionnaire. A project studied use of assessment of prior experiential learning (APEL) in admissions to part-time degrees and diplomas at the University of Kent at Canterbury (England, United Kingdom). The APEL course was highlighted in brochures advertising part-time degree, diploma, and Access

courses. Interviews with 40 applicants explained APEL and assessed their ability to benefit from the intensive, "fast-track" option. The nine participants had achieved success, were upwardly mobile, were becoming more aware of themselves and their abilities, and wanted more actively to determine the course of their own lives. Admissions tutors most likely to deal with APEL students were interviewed to introduce the project, to establish what criteria they considered important when selecting adults for degree and diploma courses, and to establish what kind of portfolios the tutors might want from would-be students. A 4-day course was developed that incorporated the following: (1) study, writing, and analytical skills; (2) group dynamics; (3) identification of prior achievements and future needs; (4) practice in basic tools of academic survival; and (5) a portfolio. Admissions tutors were interviewed again after APEL was completed. The intention was to use the interviews to reflect on the project, but this proved impossible since some tutors who interviewed students were not those originally interviewed. A questionnaire administered to all participants showed APEL was an important experience. Descriptors: Access to Education; Admission Criteria; Adult Education; Adults; Curriculum Development; Degrees (Academic); Educational Experience; Employment Experience; Experiential Learning; Foreign Countries; Group Dynamics; Higher Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Program Development; Student Experience; Student Placement; Work Experience. Identifiers: Assessment of Prior Experiential Learning; Great Britain. ISBN: 0-904938-13-1.

West, Linden, and Wilma Fraser. (November 1992) "Really Useful Research: Adults and the Assessment of Experiential Learning. Research File." *Adults Learning* 4(3), 75-77.

Document Type: journal article; research report. An action research project investigating the Assessment of Prior Experiential Learning at the University of Kent found difficulties in reconciling student needs with pressure to concentrate on experiences relevant to higher education. There was also tension between student needs and institutional requirements for the format of portfolios. Descriptors (major): Adult Learning; Educational Research; Experiential Learning; Prior Learning; (minor): Action Research; Foreign Countries; Higher Education; (minor): University of Kent (England).

Wilson, Robin. (April 11, 1990) "More Colleges Offering Credit to Older Students for their Experiences on the Job or at Home." *Chronicle of Higher Education* 36(30), 35-36.

More adults are enrolling in colleges and universities using prior experience to earn college credits. Supporters say the portfolio programs are rigorous and encourage pursuit of degrees. Critics say the practice dilutes the significance of a college degree, and students do not study the theories behind concepts or question their own assumptions. Descriptors: adult students; college credits; experiential learning; portfolios-background

materials; higher education; student costs; trend analysis.

Wolfson, Gloria. (1997) "Prior Learning Assessment: A Case Study of Acceptance of Innovation and Change." In *27th Annual SCUTREA Conference Proceedings, 1997*. University of Leeds: Standing Conference on University Teaching and Research in the Education of Adults.

Wong, Angelina T. (1996) *Prior Learning Assessment: A Guide for University Faculty and Administrators*. Saskatoon: University of Saskatchewan, University Extension Press.

Based on research conducted in Australia, the United States, and Canada, the book provides university faculty and administrators with a practical guide to PLAR. The guide was written in response to perceived concerns among faculty regarding the time, costs, and quality issues related to PLAR. Descriptors: Experiential learning; Advanced standing; Credits; Prior learning; Apprentissage par l'experience; Equivalence; Connaissances acquises.

Implementation of PLAR in Formal Education

2.2.1.2 Post-Secondary Education: Universities; *Graduate Studies*

Baird, Leonard L. (June 1979) *Development of an Inventory of Documented Accomplishments for Graduate Admissions*. Princeton, N.J.: Educational Testing Service, Graduate Record Examinations Board.

54 pages. Document Type: research report; test, questionnaire. This is a report about the first two stages of a four-stage project designed to develop procedures to assess the accomplishments of applicants to graduate school. In the first stage, trial instruments were developed after thoroughly reviewing other attempts at assessing accomplishments and carefully considering the issues involved. Three prototypes were developed based on three approaches: a checklist approach, a semi-documented approach, and an open-ended portfolio approach. In the second stage, an instrument was developed that was designed to meet the operational and conceptual requirements of an inventory of documented accomplishments for graduate selection using as many of the positive features of earlier approaches in as simple a format as possible. The inventory, included in this document, contains items on the student's background, writing and publishing activities, contests and public performances, artistic or scientific objects produced, jobs, volunteer work, military activities, and three specific accomplishments. Descriptors: Admission Criteria; College Entrance Examinations; Experiential Learning; Graduate Students; Higher Education; Prior Learning; Selection; Test Construction Identifiers: Graduate Record Examinations. Report No: GREB-77-3R.

Cooksey, Elizabeth C. (December 1994) "Prior Activities and Progress in MBA Programs." *Research in Higher Education* 35(6), 647-68.

Dance, Muriel, et al. (1997) *Student Handbook on Prior Learning Assessment: Instructions for Portfolio Development*. External Doctor of Pharmacy Degree Program at the University of Washington and Washington State University.

Dyer, Gordon C. (1991) "Design and Implementation of an M.B.A. Program in the United Kingdom." *American Journal of Distance Education* 5(2), 16-23.

Document Type: journal article; position paper; project description. Describes the design

and implementation of a program offered through the United Kingdom's Open University that leads to a Master's of Business Administration (MBA) degree. The national need for management development opportunities is discussed, different entry standards based on prior education and experience are explained, and the use of computer-mediated communication is described. Descriptors: Administrator Education; Admission Criteria; Course Content; Distance Education; Foreign Countries; Higher Education; Management Development; Masters Programs; Prior Learning. Identifiers: Computer Mediated Communication; Course Development; Masters of Business Administration; Open University (Great Britain); United Kingdom. ISSN: 0892-3647.

Knapp, Joan E. (March 1982) "Assessing Experiential Learning in Graduate and Professional Education." *New Directions for Experiential Learning* (Expanding the Missions of Graduate and Professional Education) 15, 43-61.

A model of graduate experiential learning assessment is proposed, based on the work of the Council for the Advancement of Experiential Learning. Present program practices in 12 programs are related directly to the model so that sound practices can be identified and replicated in other programs. Descriptors (major): Educational Objectives; Experiential Learning; Graduate Study; Outcomes of Education; Professional Education; Program Evaluation (minor): Higher Education; Models; Prior Learning; Program Descriptions.

Whitaker, U. (June 1990) "Graduate Level Prior Learning Assessment." In *The National Institute on the Assessment of Experiential Learning: Proceedings of the 2nd Conference*. National Institute on the Assessment of Experiential Learning. Princeton, New Jersey, June 4-7. Philadelphia, PA: Council for Adult and Experiential Learning.

Implementation of PLAR in Formal Education

2.2.2 Post-Secondary Education: Community Colleges

Algonquin College. (June 1993) *Pilot Project on PLA: Establishment of PLA at Algonquin College. Final Report.* Ottawa: Algonquin College. [33 pages plus appendices]

Algonquin College. (1993) *Prior Learning Assessment: A Program for College-Wide Implementation. Policies, Procedures, and Guidelines.* Ottawa: Algonquin College.

Aarts, S. (1994) *Prior Learning Assessment Implementation: Standards, Policies, Practices.* London: Fanshawe College.

7 pages. Outlines basic assumptions required for the establishment of a prior learning assessment program and the development of standards, policies and practices, with references to the program at Fanshawe College. Lists academic policies recommended for assessing prior learning and administrative support. Describes practices recommended for successful programs. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education; Evaluation. S. Aarts is PLA Facilitator at Fanshawe College of Applied Arts and Technology.

Baker, Maureen Kennedy. (1991) *Assessment of Prior Learning.* North York, Ont.: Seneca College, Centre for Educational Effectiveness.

29 pages. In response to the publication of Vision 2000, Seneca College made assessment of experiential learning a priority during its first year of operation. This handbook describes an assessment process developed to recognize prior learning and provide the best possible education plan and route to graduation for students who have already achieved many of their program's learning objectives. It details a proposed model, benefits, standards, policies and procedures for APEL, assessment of prior experiential learning. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students. Includes bibliographical references.

Blinkhorn, Kenneth W. (1999). *Prior Learning Assessment: An Investigation of Nonsponsored Learning for College Credits.* Unpublished doctoral dissertation, The Ontario Institute

for Studies in Education/University of Toronto, Canada

Since 1993, Ontario Community Colleges have systematically incorporated a framework for recognizing non-traditional learning through Prior Learning Assessment (PLA). PLA allows students to obtain credits towards their formal education for non-sponsored learning, that is material they have learned through non-traditional settings such as work experience or at home. Within the PLA framework, Community Colleges have implemented the portfolio development process as a way to assess prior learning through organizing and presenting their non-sponsored learning in a document which can satisfy the requirements of a college course. This exploratory case study examines how learners make meaning of their prior learning. The portfolio development process is used as a point of focus because it best represents the transition from non-sponsored learning to the institution's interpretation of experiential learning. For this study, I chose a setting which supported PLA, particularly the portfolio process. Data from interviews, a sample of portfolios and classroom observations were initially analyzed according to five conceptual interpretations: (a) perception of learning; (b) learning style; (c) metacognitive abilities; (d) cognitive development; and (e) learner's needs. An emergent design allowed for other interpretations to be explored as the study progressed. A purposeful sample consisted of four adult learners who were taking a community college portfolio development course. I also interviewed two adult learners who had taken the portfolio development course and had successfully challenged a number of college credits. Since not all mature students take the portfolio development course or challenge college courses through the portfolio development course I interviewed three students who were eligible for the PLA process but did not take this option. The findings from this study showed that all of the students made meaning from their prior learning and applied it to their college studies. Since PLA is no longer founded to the same extent as it was in the past, advocates of PLA at community colleges will need to address the benefits of the portfolio development. This could include both the acquisition of credits and personal development.

Blower, Deborah. (1997) "A Lasting Commitment to Prior Learning Assessment." *College Canada -- Association of Canadian Community Colleges*, 2, 4, 12, 18.

This article provides an overview of PLA practice at Red River College. Historically, RRC was one of the first colleges in Canada to implement PLAR processes -- in 1980. The article describes the beginning of PLAR at RRC and provides an overview of current practice and developments at the college as well as the partnerships with business, industry, and other organizations to further the implementation of PLAR.

Centennial College. (January 1995) *Prior Learning Assessment.* Scarborough: Centennial College.

36 pages. This is the first edition of an information publication distributed to faculty and staff of Centennial College to answer basic questions about the prior learning assessment (PLA) process. It describes a history of PLA and outlines a model and time line for program implementation at Centennial. Included are sample forms for application and assessment, as well as self-paced guides for students. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students.

Christensen, Frank A. (June 1975) *Final Report to the Cooperative for the Assessment of Experiential Learning*. Palantine, IL: William Rainey Harper College.

61 pages. Sponsoring Agency: Cooperative Assessment of Experiential Learning Project, Princeton, N.J. Document Type: project description. This report presents guidelines developed by a task force at William Rainey Harper College (Illinois) for translating experiential learning into academic credit. Introductory sections describe the institutional commitment to granting credit for non-traditional learning experiences, a new related Associate in Liberal Studies degree, the current national interest in the open college concept, and the makeup and methodology of the task force. The body of the report, presented as an Appendix, contains the documents generated by the study, including: (1) a statement of philosophy and rationale; (2) separate sets of instructions to faculty and students describing their respective roles in the crediting process; (3) delineation of the stepwise procedures to be followed by students seeking credit for experiential learning; (4) suggested format for the student-generated portfolios; and (5) guidelines for the documenting of such learning experiences as military service, licensing, hobbies, employment, etc. Descriptors: College Credits; Evaluation Methods; Experiential Learning; Learning Experience; Special Degree Programs; Student Evaluation; Student Experience; Two Year Colleges; Work Experience. Identifiers: William Rainey Harper College IL.

Christensen, Frank A. (September 1975) *Guidelines and Procedures for the Assessment of Experiential Learning and the Selection and Training of Field Experts*. CAEL Institutional Report No. 5. Cooperative Assessment of Experiential Learning Project, Princeton, N.J.

67 pages. Sponsoring Agency: Carnegie Corp. of New York, N.Y. Document Type: research report. The Associate Degree in Liberal Studies program (ALS) at William Rainey Harper College, Palatine, Illinois, offers students the opportunity to design their own curriculum, awards college credits for experiential learning, and provides a structure for independent study. This report briefly discusses the selection and training of evaluation personnel, and outlines the procedures used in the assessment of experiential learning. A student guide to portfolio development, with suggestions for resume writing, is appended. Descriptors: College Credits; College Faculty; College Programs; College

Students; Competency Based Education; Credentials; Evaluation Methods; Evaluators; Experiential Learning; Guidelines; Informal Assessment; Job Training; Knowledge Level; Learning Experience; Liberal Arts; Nontraditional Education; Portfolios (Background Materials); Program Development; Special Degree Programs; Student Evaluation; Student Records; Two Year Colleges; Work Experience. Identifiers: William Rainey Harper College IL.

Collège Northern College of Applied Arts and Technology and Confederation College of Applied Arts and Technology. (February 1992) *Prior Learning Assessment Pilot Project Fund.* South Porcupine, Ont.: Northern College of Applied Arts and Technology; Confederation College of Applied Arts and Technology.

87 pages. Collège Northern College and Confederation College propose a specific Prior Learning Assessment Pilot Project Fund in order to implement the assessment of prior learning at the two colleges in competency-based programs already established. The fund should also support the development of bilingual assessment tools, both theoretical and experiential, for a variety of circumstances and programs. Tools and implementation strategies would be shared with other colleges and enhance the ability to transfer credits among other colleges throughout the province. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students.

Confederation College of Applied Arts and Technology. (1995) *Prior Learning Assessment Handbook 1995/96.* Thunder Bay: Confederation College.

Confederation College. (1993) *Student Handbook for GS 242: Portfolio Development for College Credit for Prior Learning.* Thunder Bay, Ont.: Confederation College.

82 pages. On cover: Appendix I. Appendix J, PLA Challenge Exam and Exemption Criteria: Perinatal Nursing Certificate Program, and Appendix K, PLA Clinical Skills Inventory Checklist: WR170 Introductory Perinatal Nursing, Clinical I issued separately. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Student evaluation; College d'arts appliques et de technologie; Experience educative; Acces a l'education; Etudiant adulte; Evaluation de l'etudiant.

Davis, Val, et al. (1995) "Assessment Issues in Further Education." *Coombe Lodge Report* 24(10).

This report looks at assessment in further education and why it has become more important recently. Chapters cover initial assessment, assessing core skills with regard to

NTETs, enhancing the role of APL, college (internal) assessment systems. The assessment of MCI portfolios, and cultural and linguistic factors in assessment. Each chapter is by a practitioner with experience of tackling these issues. ISSN: 0305 8441.

Durham College of Applied Arts and Technology. (1994) *Trades to Technology: Transition from Skilled Trades to Engineering Technology: Orientation, Application and Assessment Handbook*. Oshawa: Durham College.

19 pages. The General Motors/Durham Trades to Technology program and its implementation involves 2 types of prior learning assessment (PLA): the non-college program assessment, and PLA for the student participant. The entry level for the program is a completed, relevant apprenticeship; however, additional PLA credits claims will be granted on the basis of a portfolio. This handbook provides an orientation to students interested in the development of a Trades to Technology program at Durham College, and outlines for faculty the application and assessment process for such a program at Durham. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Vocational education; Student evaluation.

Ecclestone, Kathryn. (August 1992) *Understanding Accreditation: Ways of Recognising Achievement*. London, Eng.: Further Education Unit, Unit for the Development of Adult Continuing Education.

79 pages. Document Type: general report. Target Audience: Practitioners. This paper is designed to help education and training providers in the United Kingdom understand what accreditation options are available and choose solutions that match their particular needs. It aims to help them appreciate the importance of accreditation to adult learners, understand some terminology, know what choices there are in offering accreditation, understand the ways different accreditation systems work, and use the support and experience of the awarding bodies to enhance opportunities for adult learners. Section 1 explains the reasons for providing accreditation and assessment that support and enhance learning, access, and progression. Section 2 describes the principles and processes of accreditation and clarifies some terminology used in accreditation and the differences between the various bodies that use the terms. Section 3 explains how some of the more widely used accreditation systems work and the ways in which they apply the terminology to their own procedures. Section 4 summarizes the main characteristics of each accreditation system. Section 5 provides a checklist for managers and practitioners of factors to consider when choosing accreditation or reviewing existing arrangements. Section 6 identifies issues that specifically affect adult learners and areas where further clarification and development work is needed. Section 6 also provides a subject index and a list of the full names and addresses of the awarding bodies involved in the systems described in section 3. Descriptors: Academic Achievement; Academic Standards;

Accrediting Agencies; Adult Education; Adult Learning; Adult Students; Competency Based Education; Educational Certificates; Educational Quality; Experiential Learning; Foreign Countries; Prior Learning; State Standards; Student Certification; Student Evaluation; Vocabulary. Identifiers: Great Britain. ISBN: 1-85338-292-2.

Evans, Sandra L. (1995) *A Study of the Knowledge, Perceptions and Benefits of Prior Learning Assessment for Awarding College Credit at Cabot College of Applied Arts, Technology and Continuing Education*. M.Ed. thesis, Memorial University of Newfoundland.

Follen, Shirley. (1995) *Final report: Prior Learning Assessment Three-phased Pilot Project: Needs Assessment; Participatory Evaluation and Research; Evaluator Training*. North Bay, Ont.: Canadore College.

Further Education Development Agency. (1995) *Managing Assessment*. London: Further Education Development Agency.

81 pages. Document Type: research report. Target Audience: Practitioners. This document, which is intended for curriculum managers at British further education colleges, presents guidelines for developing and implementing a college assessment policy based on the principle that the objectives of all assessment procedures and policies are as follows: enhance the assessment provision within colleges; ensure that assessment is consistent and fair to all students; allow colleges to monitor their assessment provision; and provide clear evidence for external bodies. Discussed in part 1 are the following aspects of developing a college assessment policy: principles and assessment entitlements in operation within a college; the assessment stages for students from entry to exit; the assessment processes used within colleges; and quality assurance and control procedures for monitoring assessment practice. Part 2 contains codes of practice defining cross-college provision for the following: initial assessment; accreditation of prior learning; core skills assessment; recording of achievement; and access to fair assessment. Examined in part 3, which focuses on implementing policy and codes of practice at the program level, are the following: assessment entitlements and regulations; assessment planning; and assessment design and grading criteria. Appended are the following: national body requirements; sources of information about assessments and audits; and sample auditing questions. Descriptors: Accountability; Basic Skills; Educational Assessment; Educational Planning; Educational Policy; Educational Quality; Evaluation Criteria; Evaluation Methods; Foreign Countries; National Programs; Policy Formation; Prior Learning; Program Evaluation; Quality Control; Student Certification; Student Evaluation; Technical Institutes; Vocational Education. Identifiers: Great Britain. ISBN: 1-85338-410-01.

Further Education Unit. (1993) *Flexible Colleges: Access to Learning and Qualifications in Further Education*. London: Further Education Unit.

Government of Ontario. Ministry of Colleges and Universities, Loyalist College of Applied Arts and Technology, General Arts and Science, and Prison for Women. (1993) *Prior Learning Assessment Three-phased Pilot Project. Final Report: Needs Assessment. Participatory Evaluation and Research Evaluator Training*. Toronto, Belleville, and Kingston, Ont.: Loyalist College; Ministry of Colleges and Universities; Prison for Women.

77 pages. Reports on a project which was a continuum of the Portfolio Development Course offered to staff of the Prison for Women after the announcement of the Prison's closing. The course was offered by Loyalist College. The project was designed to: determine the interest of Correctional Services of Canada (CSC) staff in prior learning assessment (PLA) and potential enrollment in future portfolio development courses; evaluate the Portfolio Development Course and the educational approach to PLA used by the General Arts Program, Loyalist College; examine and evaluate the portfolio assessment process employed by the General Arts and Science faculty. The project provided an opportunity to assess a process which combines a "whole-person" growth approach with academic accreditation. Includes an individual report and summary of results of each phase of the project: needs assessment, participatory evaluation ("whole person" approach) and evaluator training. Presents conclusions related to each phase, and lists project spinoffs and outcomes for the future.

Hill, Diane. (March 1995) *Aboriginal Access to Post-Secondary Education: Prior Learning Assessment and its Use Within Aboriginal Programs of Learning*. Tyendinaga Mohawk Territory, Ont., and Belleville, Ont.: First Nations Technical Institute and Loyalist College.

120 pages. Nine years of experience in the design and development of an adult learning model which utilizes the concept of portfolio-assisted PLA are encapsulated and described. We address our experience in adjusting the PLA process and materials to include aboriginal culture and traditions, and it is in this context that we explain in detail the development of our PLA process to date. This booklet contains a description of our experiences with aboriginal learners, and a statement of principles and proven practices necessary for the successful design, development, and delivery of an educational and training program which respects the unique needs of aboriginal learners. Additionally, we provide an analysis of specific ways that colleges and their community-based aboriginal partners can increase supports and decrease the barriers for more satisfying results with adult aboriginal learners. Our intent is to positively address the issue of increasing and expanding aboriginal learner access to post-secondary education in

Ontario. We provide useful insights and concrete examples of how PLA can be used and modified for broader application by other colleges and institutional partnerships. The necessary competencies required to implement an aboriginal learning model are also included.

Isabelle, Robert, and Francine Landry. (1989) "Prior Learning Assessment in Quebec Colleges." In *The Barriers Project: A Project of Confederation College; Supported by Industry Canada, Confederation College of Applied Arts and Technology*. Thunder Bay, Ont.: Confederation College, 16-18.

In 1987, the Barriers Project was initiated by Confederation College of Applied Arts and Technology to engage 31 selected community colleges in Canada in an organized self-appraisal of institutional barriers to the enrollment of part-time credit students. From the outset, colleges were encouraged to limit their investigation to barriers over which the college had control. By the end of the first six months, it was clear that all of the colleges, regardless of size, location, and mandate, shared common concerns about improving conditions for part-time learners. The most commonly identified issues included the following: (1) the need for colleges to explore alternative times and locations for the delivery of programs; (2) the need to market part-time opportunities within the community; (3) the need to provide part-time students with the same services (e.g., counseling, bookstore, cafeteria, and property maintenance) as full-time students; and (4) the need to develop systems for the assessment of prior learning by offering challenge tests, making credits from other post-secondary institutions transferable, and giving credit for experience. Among the specific barriers to enrollment identified by the colleges, 36% were categorized as operational. Barriers included limited course selections, scheduling problems, unavailability of support services, lack of information and communication, poor marketing and advertising, and inadequate counseling, orientation, and remedial services. Another 15.6% of the barriers related to institutional policy, 11% to attitudes, 9.46% to social conditions, and 7.42% to student finances. The project report includes brief descriptions of the methods and findings of the self-assessments of the 31 colleges. Descriptors: Access to Education; Community Colleges; Enrollment Influences; Experiential Learning; Foreign Countries; Part Time Students; Self Evaluation (Groups); Student College Relationship; Student Recruitment; Two Year Colleges; Two Year College Students. Identifiers: Canada.

Kray, Eugene J. (1974) *The Structure and Financing of a Program to Assess Experiential Learning*. Ed.D. practicum, Nova University.

65 pages. In its efforts to develop an external degree program designed primarily for full-time working adults, Delaware County Community College conducted a study to determine methods of developing policies, regulations, and procedures to assess

experiential learning, and to find out what office of the College should administer this program and how it should be financed. 150 questionnaires were distributed to institutional representatives of the Cooperative Assessment of Experiential Learning (CAEL), Princeton, N.J., asking for information on structure, current practices, and finance. It was concluded that the practice of awarding experiential learning credit is most often housed in the office of the Dean of Instruction with the faculty making most of the evaluating decisions based on documentation, interviews, letters of testimony, job descriptions, and examinations. The criteria against which to measure a person's experiential learning were competencies, courses, and general background of individuals in a wide range of curricula. The maximum credits that could be awarded showed no specific pattern and ranged from three to no limit. Most institutions received neither state nor local funds for this process and 46 percent charged no fees to students. Of those institutions charging fees, most felt that they were equitable. Descriptors: College Credits; Educational Finance; External Degree Programs; Program Administration; Two-Year Colleges. Activity Units; Adult Education; Higher Education; Learning Experience; Performance Contracts; Program Costs; Student Experience; Work Experience.

Mann, Edward C. (Winter 1983) "Validating Experiential Competencies in Technical Education." *Journal of Studies in Technical Careers* 5(1), 71-78.

Document Type: journal article; evaluative report. This article examines approaches which are used to validate experiential competencies in technical education. The two most common approaches to credentialization are discussed. The importance of non-academic experiences in credentialing is examined, and several assessment models are described. Descriptors: Credentials; Models; Prior Learning; Professional Development; Teacher Evaluation; Technical Education; Work Experience.

McDonald, Rod, and others. (1995) *New Perspectives on Assessment. Studies on Technical and Vocational Education 4*. Paris, France: United Nations Educational, Scientific, and Cultural Organization.

48 pages. Document Type: general report. This book is the fourth in a series aiming to promote international exchange of ideas, experiences, and studies relating to technical and vocational education. The introduction reviews traditional practices in assessment and chapter 2 highlights the connections between assessment and learning, emphasizing that assessment is the most significant prompt for learning. Chapter 3 addresses the need to focus on competence, and describes a competency-based framework of assessment that assumes educational standards can be set, most students can achieve them, different performances can reflect the same standards, and assessors can judge these performances. The chapter suggests use of such a model affects the approach to both training and

assessment that is currently being implemented in vocational education in many countries. Chapter 4 highlights recognition of prior learning, recommending that vocational education providers should take account of prior learning because it is sound educational practice; students may be able to progress more quickly, and they are not forced to "learn" things they already know. Chapter 5 considers the use many countries make of external assessment systems for their technical and vocational courses. Chapters 2-5 each contain an annotated list of further readings. Descriptors: Competency Based Education; Credits; Evaluation Methods; Foreign Countries; Models; National Programs; Prior Learning; Program Development; Program Evaluation; Program Implementation; Secondary Education; Standards; Student Evaluation; Technical Education; Vocational Education. Product of UNEVOC, the International Project on Technical and Vocational Education.

Mohawk College of Applied Arts and Technology. (1994) *Mohawk College of Applied Arts and Technology College Trades Preparation Program.* Prepared by Contract Training Services Division; submitted to OTAB Apprenticeship Branch. Hamilton: Contract Training Services Division.

5, [1] pages. Outlines a proposed comprehensive College Trades Preparation Program for individuals wishing to enter the trade and technology occupational areas. The program is designed specifically to address the needs of equity groups who have not traditionally made use of or had access to apprenticeship training and employment opportunities. The 5-phase program begins with a prior learning assessment and proceeds through a portfolio development process to pre-apprenticeship trade-specific training and work experience placement of 2 weeks. Report provides an overview of the current established practices of student data collection in the Ontario community college system and recommends that a central repository be established to collect data on students participating in PLA activity. A critical path for prospective PLA candidates, known as "Pathways", provides a framework for those implementing the process initially and/or a reference point for other colleges actively involved in PLA. A proposed information systems architecture, known as the Prior Learning Assessment Information Systems (PLAIS), is included and may be utilized in the development of a PLA prototype tracking system. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education; Apprenticeships.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1992) *Prior Learning Assessment: Enhancing the Access of Adult Learners to Ontario's Colleges: Final Report to the Minister of Colleges and Universities from the Ontario Council of Regents' Prior Learning Assessment Advisory Committee.* Toronto: Council of Regents.

75 pages. This report outlines an implementation strategy for prior learning assessment (PLA) in the initial phase, namely for the first 3 years beginning January 1993, and that it builds on the discussions and arguments put forward in an earlier discussion paper. Explains that PLA is based on the premise that many adults acquire skills and knowledge through work experience, community activities, volunteer work, and non-college and independent study. A PLA system evaluates this learning and relates it to courses and programs at formal educational institutions. Using PLA, adult candidates who can demonstrate or document that they have achieved the objectives of a given course, may be given formal college credit. Covers PLA methods, academic policy issues, organizational structure, and financial considerations. Appendices list PLA advisory committee members, PLA pilot projects and consultations, acronyms, and a summary of recommendations. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education. French version: *Reconnaissance des acquis...*

Prior Learning Assessment [videorecording]. (1994) Dir. Michael Ellis. TVOntario. VHS. 15 min.

Examines the use of prior learning assessment in Brock's Bachelor of Education in Adult Education degree program.

Pursaill, John, and Mary Potter. (1994) *Flexible Access to Vocational Qualifications. Second Edition. Revised and Updated.* Leicester, Eng.: National Inst. of Adult Continuing Education.

103 pages. Document Type: non-classroom material. Target Audience: Practitioners. This guide is designed to explore how British further education colleges can open up their vocational programs to the whole community and to describe the sort of strategic planning necessary to achieve flexible access. Chapter 1 discusses the content and purpose of the handbook. Chapter 2 provides an overview of the new framework for vocational qualifications in the United Kingdom, details main elements, and raises issues on access and credit accumulation. Chapter 3 illustrates flexible delivery methods and issues that arise in their use by drawing on developing practice in a range of vocational areas. In chapter 4, five college case studies show a range of strategies for planned change towards an open access and learner-centered system. Descriptors: Access to Education; Adult Education; Adult Students; College Credits; Community Colleges; Educational Certificates; Educational Innovation; Flexible Scheduling; Foreign Countries; Job Skills; Nontraditional Education; Prior Learning; Strategic Planning; Student Certification; Student Evaluation; Student Needs; Technical Institutes; Vocational Education. Identifiers: National Vocational Qualifications (England). ISBN: 1-872941-52-4.

Red River Community College. (January 1998) *Prior Learning Assessment Policies and Procedures*. Winnipeg, Man.: Red River Community College.

Red River Community College. (January 1995) *Prior Learning Assessment at Red River Community College: A Discussion Paper*. Winnipeg, Man.: Red River Community College. [16 pages]

Sault College of Applied Arts and Technology. (May 1993) *Northern College's PLA Pilot Project: Final Report*. Elliot Lake, Ont: Sault College.

Shaughnessy, Diane. (Winter 1995/96) "The Hopes and Promises of Prior Learning Assessment in Ontario's Colleges." *Canadian Vocational Journal* 31(2), 6-9.

Descriptors: Adult learning; Community colleges; Prior learning; Apprentissage de l'adulte; College communautaire; Connaissances acquises.

Shaughnessy, Diane. (Winter 1995/96) "La Reconnaissance des acquis dans les colleges ontariens, un programme prometteur." *Canadian Vocational Journal* 31(2), 10-13.

Descriptors: Community colleges; Adult education; Prior learning; College communautaire; Education des adultes; Connaissances acquises.

Stevens, Mary A. (March 1977) *A Strategy to Gain Faculty Acceptance of and Participation in the Granting of Credit for Prior, Non-Sponsored Learning at Black Hawk College*. Ed.D. Practicum, Nova University.

101 pages. Document Type: research report. A study was conducted at Black Hawk College (Illinois) to examine the purpose and status of the award of academic credit for learning gained through life and employment experiences, by assessment means other than such national testing programs as the College Level Examination Program. Procedures and practices employed in other colleges in the assessment of prior, non-sponsored learning were reviewed as were causes of negative faculty reaction to such assessment at other institutions. Subsequently, a survey of Black Hawk College faculty was conducted to determine their knowledge of and attitudes toward such assessment and their opinions on what procedures should be part of the overall evaluation process. Survey findings revealed that the faculty were generally favourable; notably, faculty from the career area were more positive toward assessment of prior learning than were

university-parallel program faculty. Those faculty supporting the use of behavioral objectives also tended to view assessment of prior learning more favourable than other faculty. Specific procedures for the assessment of prior learning were recommended, reflecting faculty attitudes and opinions. The survey instrument and a bibliography are appended. Descriptors: College Credits; College Faculty; Community Colleges; Employment Experience; Equivalency Tests; Evaluation Methods; Experiential Learning; Learning Experience; School Surveys; Student Evaluation; Student Experience; Teacher Attitudes; Two Year Colleges. Identifiers: Black Hawk College IL.

Topping, Thomas Edward. (1996) *An Institutional Evaluation of Perceptions and Expectations of Prior Learning Assessment Options (Experiential Learning)*. Ed.D. dissertation, Columbia University Teachers College.

Tudor, Anthony. (September 1991) "The Accreditation of Prior Experiential Learning (APEL) in Great Britain: Some Implementation Issues in Vocational Education." *Vocational Aspect of Education* 43(115), 191-204.

See abstract under 1.8 (PLAR Policy/Comparative Studies).

White, Barbara. (Fall 1995) "Prior Learning Assessment: Outcomes and Characteristics." *Michigan Community College Journal: Research and Practice* 1(2), 51-57.

Document Type: research report; journal article. Describes the Ontario college system's Prior Learning Assessment program for adult learners, focusing on outcomes and characteristics of students completing the process at Seneca College from April 1994 to February 1995. Indicates that of 77 participants, 46 were female, the mean age was 31, and 81% passed the process successfully. Descriptors: Adult Students; Community Colleges; Foreign Countries; Outcomes of Education; Prior Learning; Student Characteristics; Student Evaluation; Success; Two Year Colleges. Identifiers: Seneca College (Ontario). ISSN: 1081-9428.

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.01 Post-Secondary Education: Academic Programs and Professions; *Accounting*

St. Clair College of Applied Arts and Technology. (1995) *Prior Learning Assessment for Professional Certification: Access to the Certified General Accountants Association of Ontario for Non-Ontario Trained Accountants: Final Report and Guide*. Windsor, Ont.: St. Clair College of Applied Arts and Technology.

148 pages. St. Clair College presents a model whereby one group of professionals, non-Ontario trained accountants, can gain faster access to Canadian certification. This guide outlines how to develop a model for delivering a College Access Program, describes the negotiation process conducted by the College with the Certified General Accountants Association of Ontario, and details the resulting agreement with the CGA. Designed around a prior learning assessment format, the model allows the college to assess the individual's level of knowledge, grant college credit, and recommend an entry level into the CGA certification program through recognition of foreign academic credentials and transferable work experiences. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Accounting. An Access to Professions and Trades project, funded by the Ministry of Citizenship. In accompanying folder: Summary; Exemption policy: St. Clair College, Windsor; Application for a CGA exemption agreement.

Implementation of PLAR in Formal Education

2.2.3.02 Post-Secondary Education: Academic Programs and Professions: *Agriculture*

Napier, Rob, and Mark Scott. (April 1995) "Methodologies for Recognition of Prior Learning in Agricultural Education." *Australian Journal of Adult and Community Education* 35(1), 33-42.

Document Type: research report; journal article. Various assessment methods were tested for recognition of prior learning in rural industry: challenge tests, on the job, portfolios, interviews, and case studies. Regardless of method, the process was time consuming, labour intensive, and costly. Successful use will depend on finding ways to improve cost effectiveness. Descriptors: Agricultural Education; Certification; Cost Effectiveness; Credits; Educational Assessment; Foreign Countries; Prior Learning; Rural Areas. Identifiers: Australia. ISSN: 1035-0462.

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.03 Post-Secondary Education: Academic Programs and Professions; *Business*

Cooksey, Elizabeth C. (December 1994) "Prior Activities and Progress in MBA Programs." *Research in Higher Education* 35(6), 647-668.

Dyer, Gordon C. (1991) "Design and Implementation of an M.B.A. Program in the United Kingdom." *American Journal of Distance Education* 5(2), 16-23.

See abstract under 2.) Implementation of PLAR in Formal Education; B.) Post-secondary Education; 1.) Universities; B.) Graduate Studies.

Galson, Nirelle J., Richard L. Oliker. (Fall 1976) "Assessment of Experiential Learning in Business Administration." *Alternative Higher Education* 1(1), 33-42.

A study at Syracuse University funded by the Cooperative Assessment of Experiential Learning resulted in the development of a model for the assessment of experiential learning and the awarding of appropriate academic credit in a given educational environment. Descriptors (major): Business Administration; College Credits; Higher Education; Models; Student Experience; Work Experience (minor): Competency Based Education; Employment Experience; Experiential Learning; Learning Experience; Management Development (minor): Cooperative Assessment of Experiential Learning; Syracuse University NY.

Mark, Michael. (1988) "Issues in Assessing Business." In *Assessing Learning: A CAEL Handbook for Faculty*. Eds. Susan Simosko and others. Philadelphia, PA: Council for Adult and Experiential Learning, 93-106.

Newton, Robert J. (1994) "Accreditation of Prior Learning in Business Schools." *Management Development Review* 7(3): 9-16.

Although the concept of Accreditation of Prior Learning (APL) has been around for some time, its application in business schools is relatively new. Descriptors: Business

Administration Education; Management Studies; National Vocational Qualifications. Identifiers: Accreditation of Prior Learning; Business Schools.

Shadle, Carolyn C. (October 1995) "Outcomes Study for SUNY State University of New York/ Empire State College's Independent Business Education Program." In *Celebrating Excellence: Learning and Teaching in Adult Higher Education*. Proceedings of the 15th National Conference on Alternative and External Degree Programs for Adults. Columbus, Ohio, October 5-7.

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.04 Post-Secondary Education: Academic Programs and Professions; *Early Childhood Education*

Blower, Deborah F., and Nancy A. Parsons. (May 1989) "The Challenge of Experiential Learning." Paper presented at a conference of the Association of Canadian Community Colleges, Regina, Saskatchewan, May 29-31. ERIC Document Reproduction Service No. ED309814.

13 pages. Document Type: project description; conference paper. Target Audience: Practitioners. The Child Care Services Course (CCSC) at Red River Community College in Manitoba offers an innovative experiential learning component for the first year of a two-year diploma program. To apply for the experiential learning program (ELP), applicants must have 2 years of full-time experience in a children's center or licensed day care home working with children between 12 weeks and 6 years of age, and read at the 10th grade level or higher. Steps in obtaining credit for experiential learning include the following: (1) the student completes a college application, a reading skills test, and a portfolio detailing his/her child care experiences and accomplishments and involvement in professional associations; (2) references are contacted for an assessment of the applicant's experience and abilities; (3) the applicant is informed of the number of transfer credits granted, the competencies to be assessed through the ELP, and the measurement techniques for each competency; (4) the student receives learning modules for each required competency and completes them, often two or three at a time, in a specified order; (5) the student's prior knowledge determines how much additional time he/she must spend to complete assignments in the learning modules and prepare for mastery tests; (6) the student contacts the ELP instructor and arranges a date for testing and the submission of assignments; and (7) after the student has received credit for all of the competencies, he/she has completed the first year of the CCSC and may enroll for the second year. Benefits of the ELP include students' ability to complete the program while working full time, costs based on the number of competencies that are challenged, a self-paced format, and the adaptability to students' schedules, place of residence, and needs. Descriptors: Child Caregivers; Community Colleges; Experience Charts; Experiential Learning; Learning Modules; Portfolios (Background Materials); Prior Learning; Program Descriptions; Two Year Colleges; Vocational Education Identifiers: Red River Community College, MB.

Martin, Sue. (March 1997) *Prior Learning Assessment in Early Childhood Education Programs*

in Ontario Colleges of Applied Arts and Technology. M.A. Thesis, Vermont College of Norwich University. [147 pages]

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.05 Post-Secondary Education: Academic Programs and Professions; *Human Resources*

Geering, Adrian D. (May 1985) "Competency Analysis for Human Resource Developers." Workshop presented at the Preparing Human Resource Developers Conference, Woodonga, Victoria, Australia, May 25-28.

34 pages. Document Type: conference paper; project description. In the Associate Diploma in Training and Development program at the South Australian College of Advanced Education, all students undertake an initial unit of study entitled "Competency Analysis for Human Resource Developers." The unit is structured into sections dealing with study hints and essay writing, characteristics of human resource development (HRD), personal and career development, and the structure of the associate diploma program. During this unit of study, students may complete a series of competency checklists to evaluate their prior learning and thereby determine which electives to choose and which level of exemption to apply for. Status may be granted to a maximum of 50 percent of the total point value of the program. It is generally expected that full-time students would study on an external basis, completing 4 points (1 unit) over a 10-week term at a workload of about 16 hours per week. Part-time internal or external students would earn between four and eight points per term. Whereas external studies courses at the college generally experience a 35 to 40 percent attrition rate, the Associate Diploma in Training and Development boasts a 25 percent attrition rate for 1985. (Appendixes to this report include the study plan for the program and competency analysis checklists for each of the 16 units offered in it.) Descriptors: Adult Education; Associate Degrees; Check Lists; College Credits; Competence; Educational Practices; Evaluation Criteria; Foreign Countries; Labour Force Development; Post-secondary Education; Prior Learning; Program Effectiveness; Self Evaluation (Individuals); Student Attrition; Student Evaluation; Student Placement; Two Year Colleges Identifiers: Australia; Human Resource Specialists.

Implementation of PLAR in Formal Education

2.2.3.06 Post-Secondary Education: Academic Programs and Professions; *Industrial Management*

Lambton College of Applied Arts and Technology. (1995) *College Credit for Industry Based Courses: Final Report: Prior Learning Assessment Pilot Project Fund.* Sarnia, Ont.: Lambton College.

61 pages. The Industrial Management Program is a post-secondary program designed for adults working at or aspiring to supervisory or first management positions who are without formal management training or a college diploma. The curriculum is structured to meet the industrial management needs of students, while recognizing diverse backgrounds and needs. Through the prior learning assessment component of the Program, industry-based courses taken by the student will be recognized by the College. The granting of credits for the courses will allow students to receive advance standings in the Program curriculum and to progress more rapidly to the diploma. Extensive appendices include program documentation. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Industry education relationship; Management skills; Industrial training; Adult students.

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.07 Post-Secondary Education: Academic Programs and Professions; *Industrial Technology*

Collier, James A. (October 1990) *BSIT Program: A Non-Traditional Learning Opportunity.* Magnolia, AR: Southern Arkansas Univ.

9 pages. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Post-secondary Education to the American Association of State Colleges and Universities in collaboration with the ERIC Clearinghouse on Higher Education. Document Type: project description. The BSIT (BS in Industrial Technology) Program, which leads to a Bachelor of Science degree in Industrial Technology, at Southern Arkansas University is focussed on the needs of the non-traditional student who desires to complete program requirements while maintaining existing full-time employment. The program also focuses on the needs of local industry in preparing graduates skilled in technology, math, and science. Core courses are offered for full-day sessions on alternate weekends (both Saturdays and Sundays). The program encourages the extension of Associate Degree programs and provides some recognition for on-the-job experiential learning. A list of required courses for the BSIT program is appended. Descriptors: Bachelors Degrees; College Programs; Degree Requirements; Experiential Learning; Higher Education; Industry; Nontraditional Students; Prior Learning; Reentry Students; Technology; Weekend Programs. Identifiers: AASCU ERIC Model Programs Inventory Project; Southern Arkansas University.

Implementation of PLAR in Formal Education

2.2.3.08 Post-Secondary Education: Academic Programs and Professions; *Liberal Arts*

Bernhard, J. Gary. (May 1987) "Lifelong Learning: Integrating the Liberal Arts and Experience in Adult General Education." In Kathleen McGuinness, Comp. *Non-Traditional and Interdisciplinary Programs: Selected Papers from the Annual Conference of Non-Traditional and Interdisciplinary Programs*, 5th, Virginia Beach, Virginia, May 4-6.

Burnett, David Graham. (Fall/Winter 1985) "Giving Credit Where Credit Is Due: Evaluating Experiential Learning in the Liberal Arts." *Innovative Higher Education* 10(1), 43-54.

Document Type: journal article; research report. Portfolio assessment has become a standard mechanism for the evaluation of prior learning for experienced students. An informal survey of portfolio narratives receiving faculty approval for credit at various postsecondary institutions indicates a wide range of declarative, analytical, and interpretive assertions recognized as "learning" in these disciplines. Descriptors (major): Experiential Learning; Informal Assessment; Liberal Arts; Portfolios (Background Materials); Prior Learning; Student Experience (minor): General Education; Higher Education; Personal Narratives; Surveys.

Leckie, Shirley A., and Harrylyn Sallis. (1984) *Instituting an Adult Degree Program at a Traditional Liberal Arts College: The Millsaps College Experience*. Jackson, MS: Millsaps College.

13 pages. Document Type: project description. Millsaps College inaugurated an Adult Degree Program to compensate for the predicted diminishing number of traditional age students and to establish a degree program incorporating a number of innovations of value to working adults. Issues considered before implementing the program included the impact of such a degree offering on existing programs, the program's effect on Millsaps' reputation, the possibility that Millsaps' reputation as an academically demanding institution might be threatening to prospective students, and the effect of the tuition at Millsaps being substantially higher than tuition at public institutions. Millsaps was then selected as a grant recipient by Mary Baldwin College's Adult Degree Program Dissemination Project. To gain faculty support, a faculty advisory committee was appointed to work with the director of the dissemination project. The committee decided

that a separate degree was desirable, non-graded credit for prior learning should be awarded, and the directed study option should be expanded in the proposed program. A Directed Study Agreement Handbook was developed, and the policy was established that faculty members directing independent studies should receive overload compensation. Eight months after the committee was formed, the Adult Degree Program, leading to a new degree -- the Bachelor of Liberal Studies, was established. Descriptors: Adult Education; Bachelors Degrees; College Credits; College Programs; Experiential Learning; Higher Education; Independent Study; Nontraditional Students; Prior Learning; Program Development; Special Degree Programs Identifiers: Millsaps College, MS.

Simosko, Susan, and Graham Debling. (1988) "Issues in Assessing the Liberal Arts." *Assessing Learning: A CAEL Handbook for Faculty*. Ed. Susan Simosko, et al. Philadelphia, PA: Council for Adult and Experiential Learning.

Swift, John S., Jr. (March 1985) "The Economics of Recognizing Prior Learning in a Baccalaureate Degree Program for Adults." Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

23 pages. Document Type: research report; conference paper. The economic effect of the recognized prior learning (RPL) component of the University of Toledo's Adult Liberal Studies baccalaureate degree program was studied. The degree program, which is targeted at adults over 25 years old who have never attended college, provides credit for prior learning. A survey of 169 students who received credit for prior learning assessed whether the adults attended college because of the opportunity provided by RPL. Attention was also directed to: the amount of income the enrollment of these students generated for the university; the number of hours the student enrolled for each quarter and the number of hours of RPL awarded each quarter; and the charges students paid for all courses each quarter. It was found that 68 percent of the students who entered the Adult Liberal Studies program were strongly influenced by the opportunity to receive up to 75 hours of credit for prior learning. Net income generated through RPL was $947,558 for the fall quarter 1971 through winter quarter 1984, after deducting the amount of instructional and general fees, and claimed state subsidy lost because prior learning credit was granted. The additional amount of instructional and general fees students would have paid if no RPL had been offered averaged $1,465 per student. Descriptors: Adult Students; Bachelors Degrees; College Credits; College Students; Economic Factors; Enrollment Influences; Higher Education; Income; Liberal Arts; Prior Learning; Student Costs; Tuition. Identifiers: ASHE Annual Meeting; University of Toledo OH.

Implementation of PLAR in Formal Education

2.2.3.09 Post-Secondary Education: Academic Programs and Professions; *Medical Technology*

University of Windsor, St. Clair College of Applied Arts and Technology, and Cambrian College of Applied Arts and Technology. (1995) *A Cooperative Strategy in Education: P.L.A. Based Baccalaureate Degree Completion for Registered Medical Technologists in the North: A Proposal Submitted to the Ontario Ministry of Education and Training for Funding through the Northern Distance Education Fund.* Windsor: University of Windsor.

15 pages. Outlines a proposal for funding for the development and implementation of a baccalaureate degree completion program in northern Ontario for Registered Medical Laboratory Technologists assessed for prior learning. Since methods of hospital laboratory testing are changing, it is necessary to meet the additional educational needs of practising individuals to prepare them for their changing role. Prior learning assessment will be developed to find equivalency with recent graduates of St. Clair College's diploma program. If equivalency is found, students will receive advance standing at the University of Windsor. The proposal also requests funding for the development of a distance education format. Descriptors: Educational experience; Access to education; Adult students; Medical education; Distance education.

SECTION 2

Implementation of PLAR in Formal Education

2.2.3.10 Post-Secondary Education: Academic Programs and Professions; *Nursing*

Algonquin College. (June 1994) *Prior Learning Assessment: Pilot Project Phase 2: Community Partnerships in Action: Final Report.* Nepean: Algonquin College, School of Continuing Education, Health Sciences Section.

105 pages. Algonguin College Health Sciences Section reports on a pilot project funded by the Prior Learning Assessment Secretariat, to develop and implement prior learning assessment for foreign trained nurses. This final report provides a project summary, including goals, methodology, results and recommendations. The report also outlines the tangible prior learning assessment mechanisms developed. Findings indicated that foreign trained students will be more successful in career oriented college programs when English as a Second Language training provides vocation-specific vocabulary and language skills. They also indicated that a concerted, collaborative effort is required by all community colleges offering up-grading programs for foreign trained nurses in order to develop system-wide program standards which would provide for prior learning assessment, orientation to the discipline, and standardized learning outcomes. Descriptors: Colleges of applied arts and technology; Educational experience; Nursing education; English (second language); International students. Includes bibliographical references. This pilot project was a collaborative venture between Algonquin College and the College of Nurses of Ontario, Ottawa Carleton Immigrant Services Organization and Mohawk College.

Barba, Marianne P., and others. (Spring/Summer 1985) "Portfolio Assessment: An Alternate Strategy for Placement of the RN Student in a Baccalaureate Program." *Innovative Higher Education* 9(2): 121-27.

Document Type: journal article; project description. The use of a portfolio as an "alternative transcript" is discussed. Concepts explored include evaluation of prior learning, assessment of prior learning, rationale for developing a portfolio, and the articulation of verifiable learning outcomes with course and program objectives. Descriptors: Academic Records; Bachelors Degrees; Evaluation Methods; Higher Education; Nontraditional Education; Nurses; Nursing Education; Portfolios (Background Materials); Prior Learning. Identifiers: Rhode Island College.

Centre for Curriculum, Transfer, and Technology. (1998) *Prior Learning Assessment in Health and Human Services Programs in British Columbia.* Victoria, B.C.: CCTT.

This report provides documentation of the various ways in which PLA is presently being integrated into Health and Human Service Programs throughout the province. The information reflects input from Health and Human Service educators from seven post-secondary institutions, and includes six student profiles.

Confederation College of Applied Arts and Technology. Extension Health Department. (1993) *PLA Challenge Exam and Exemption Criteria: Perinatal Nursing Certificate Program.* Thunder Bay, Ont.: Confederation College of Applied Arts and Technology, Community Education Programs Division, Extension Health Dept.

24 pages. Describes the prior learning assessment (PLA) criteria for the perinatal nursing certificate program and details the 4-step process for application. In Step 1, students provide a brief autobiographical sketch, a statement of educational goals, a prior learning inventory and a clinical skills inventory checklist. In Step 2, students meet with their Learning Manager for assessment. In Step 3, the inventory is sent to a central assessment committee; and in the final step, students are notified about the final results of the assessment for entry into the clinical courses for perinatal nursing. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Student evaluation; Nursing.

Confederation College of Applied Arts and Technology. (1993) *PLA Clinical Skills Inventory Checklist: WR170 Introductory Perinatal Nursing: Clinical I.* Thunder Bay, Ont.: Confederation College of Applied Arts and Technology, Community Education Programs Division, Extension Health Dept.

15 pages. The Perinatal Nursing Program is a 40-hour clinical experience designed to assist students in promoting the concepts of maternal child nursing. Students follow a mother and baby through labour, delivery and the post-partum period, with a focus on neonatal care. The clinical skills inventory checklist is to assess the competencies that the student possesses in relation to those required to complete the introductory clinical component of the Perinatal Nursing Program. This assessment tool requires that students assess their own ability to demonstrate each clinical competency required. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Student evaluation; Nursing; Self evaluation.

Day, M. (1995) "Using Occupational Standards from NVQs as a Complement to Nursing Curricula." *Royal College of Nursing Edlines.* 10, 10-11.

Day, M. (1991) "Accreditation of Learning Experience." *Nursing* 4(25), 35-36.

Day, Malcolm, and Lynn Basfor. (1995) *Bachelor of Medical Science (Honours) in Specialist Community Nursing and Health Care Practice: Assessment of Clinical Competence Handbook*. Sheffield, Eng.: University of Sheffield, School of Nursing and Midwifery, Department of Community and Primary Care. [35 pages]

McHale, Carol, and Irene Selway. (1994) "Collaboration Between Higher Education and Professional Education and Training Systems: A View from the Change Agents." *Studies in Continuing Education* 16(1), 19-36.

Document Type: position paper; journal article. Description of the issues surrounding introduction of assessment of prior experiential learning for nurse practitioners illustrates concerns in contemporary British higher education: multiplicity of purposes, fear that academics are losing control over knowledge creation and assessment, and shift from norm- to criterion-referenced assessment. Change agents should recognize the irrationality of organizations and their unique culture. Descriptors: Change Agents; Credits; Educational Change; Experiential Learning; Foreign Countries; Higher Education; Nurse Practitioners; Prior Learning; Professional Education. Identifiers: United Kingdom. ISSN: 0158-037X.

Williams, L., and P. Robins. (1995) "Fast-Tracking: A Response to the Recognition of Prior Learning Within the Higher Education Sector." *Higher Education: Blending Tradition and Technology: Proceedings of the 1995 Annual Conference of the Higher Education Research and Development Society of Australasia (HERDSA)*. Ed. A.C.L. Zelmer. Rockhampton Qld, Austral.: Central Queensland University. Professional Education Centre (Research and development in higher education v.18). 778-780.

The Faculty of Health Science at Central Queensland University evaluated a trial project with a number of entering undergraduate students within the Bachelor of Nursing program who have identified that they have undertaken prior learning in a health-related field or have significant nursing-related experience within the health care sector. The project enabled students to undertake elements of the program at a pace determined by the group and allowed them to complete assessment competencies for one practice subject in advance of their peers.

Implementation of PLAR in Formal Education

2.2.3.11 Post-Secondary Education: Academic Programs and Professions; *Speech Communication*

Dick, Robert C., and Brenda M. Robinson. (July 1991) "Assessing Self-Acquired Competency Portfolios in Speech Communication: National and International Issues." Paper presented at the Biennial Convention of the World Communication Association, Finland.

24 pages. Document Type: conference paper. Within the past decade there has been an increasing number of portfolios submitted by adult students requesting academic credit for their experiential learning in speech communication. The numbers of portfolios and the institutions accepting them are growing so much that the communication profession should develop policies for their assessment. In contrast with university classroom learning, experiential learning takes place in the context of the "real world," most often on the job. But job experience does not necessarily mean extensive experiential learning, and it is "learning" that is the special concern of a communication department. Most people agree that credit should not be awarded for an experience, but for the actual learning gained. Among the key issues in assessing applications for experiential credit are: (1) establishing a bona fide theoretical base; and (2) documenting the adjudicated and quantified communication experiences. In addition, international implications, particularly variances in cultural values and communication standards need to be considered. Indiana University's (IU) School of Continuing Studies has designed a system for portfolio evaluation. The IU portfolio, a refinement of the Cooperative Assessment of Experiential Learning project model, consists of 4 parts: (1) the resume, which contains persuasive groupings of life experiences that can equate the college-level learning; (2) cluster pages, which draw items of nearly any form or type and from any source that can demonstrate course equivalency through experiential learning; (3) a request for credit, which involves a brief capsulization of why a certain number and level of credits should be assigned; and (4) an appendix. Descriptors: Adult Students; Evaluation Criteria; Evaluation Methods; Experiential Learning; Higher Education; Portfolios (Background Materials); Prior Learning; Speech Communication; Student Evaluation; Student Experience.

Ranta, Richard R. (November 1980) "Crediting Prior Experiential Learning." Paper presented at the Annual Meeting of the Speech Communication Association, 66th, New York, NY, November 13-16.

9 pages. Document Type: conference paper; project description. With the increase in mature, highly (although informally) educated students returning to or beginning high school or college, the need for a system of crediting prior experiential learning has also increased. Prior experiential learning refers to knowledge for which no course corresponding to a student's learning exists in a curriculum, but that learning would be a legitimate part of the curriculum. One system for crediting prior knowledge, portfolio assessment, has been successfully implemented in the communications college at Memphis State University (Tennessee). Portfolio assessment is the examination by faculty experts of a detailed and documented claim for credit. In this process, the student must first exhaust all other possible means for receiving credit. The student then prepares, with an advisor, a portfolio containing all pertinent information, which is then given to a faculty assessor. The assessor then determines whether: the work is college level, there is a knowledge of theory and skill, and the student can apply the knowledge. The decision is forwarded to the dean for approval. Programs such as this, which are becoming more widespread, will encourage many students to return to school. Descriptors: Adult Education; Adults; College Credits; Experiential Learning; Higher Education; High Schools; Portfolios (Background Materials); Prior Learning; Speech Communication; Student Evaluation; Television Curriculum.

Implementation of PLAR in Formal Education

2.2.3.12 Post-Secondary Education: Academic Programs and Professions; *Teacher Education*

Gebo, Emma M., and Mack W. Smith. (November 1990) "Technical Work Experience vs. College Credit in Meeting the Need for Technically Experienced Industry Trainers/Managers." Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Salt Lake City, UT, November 1.

5 pages. Document Type: conference paper; project description. Enrollment data confirmed that by fall of 1985, half of the 70 students enrolled in vocational teacher education coursework at Idaho State University (ISU) were involved in corporate training outside of vocational education. ISU's Vocational Teacher Education (VTE) Program has developed a new degree program for corporate trainers that maintains many of the same core requirements as the vocational teacher education degree, but deals with the differences primarily in the elective courses. The Bachelor's Degree in Corporate Training (CT) provides teaching skills for individuals who are career professionals in training and development. The university grants credit for work experience as part of this corporate training degree program. Students in the CT program earn credit for their technical experience in such areas as auto mechanics, merchandising, food service, data processing, and nuclear technology. The third component of the CT degree is composed of required and elective courses directed toward training. The new Master of Education Degree in Occupational Training Management (OTM) continues to build on an individual's training competencies by providing supervisory/managerial skills. Two options are available: vocational program management and industrial training management. Currently, enrollment in degree programs totals over 350 students, with the majority of these students selecting the corporate or industrial programs. Many vocational teachers have opted for CT or industrial OTM because these programs meet vocational certification requirements and provide them with greater flexibility should they return to the private sector. The vocational teacher education program at ISU has benefited by helping both corporate trainers and vocational teachers to establish contacts for cooperative efforts. Descriptors: Bachelors Degrees; College Credits; Experiential Learning; Higher Education; Human Resources; Industrial Training; Job Training; Management Development; Masters Degrees; Personnel Management; Prior Learning; Teacher Education; Trainers; Vocational Education; Vocational Education Teachers; Work Experience Programs. Identifiers: Idaho State University.

Taylor, T. (1996) "Learning From Experience: Recognition of Prior Learning (RPL) and Professional Development for Teachers." *Asia Pacific Journal of Teacher Education* 24(3), 281-292.

This paper outlines recent developments in recognition of prior learning (RPL) with particular reference to the application of RPL in the education and training of teachers. Furthermore it suggests that RPL will become an increasingly important aspect of professional development programs and puts forward some ideas for the establishment of successful professional development programs which, by using predetermined credit, incorporate RPL in a simple and effective fashion.

Underwood, Brian. (1995) "The Accreditation of Experiential Learning for Teachers: Its Contribution to Continuing Professional Development and its Validity as a Process." *British Journal of In-Service Education* 21(1), 7-14.

Implementation of PLAR in Formal Education

2.2.3.13 Post-Secondary Education: Academic Programs and Professions; *Women's Studies*

Sackmary, Benjamin, and Hannah Hedrick. (October 1977) "Assessment of the Experiential Learning of Women for College Credit in the Area of Women's Studies. (Preliminary Working Draft.)" Paper presented at the National Conference of the Council for the Advancement of Experiential Learning, San Francisco, California.

50 pages. Document Type: classroom material. Target Audience: Practitioners. While much experiential learning (EL) may possess a potential for credit in the area of Women's Studies, such learning is not usually identified as Women's Studies or awarded credit in that area. This paper provides materials that will serve as a set of preliminary guidelines for the development of assessment criteria by which women may receive college credit for EL applicable to Women's Studies. The paper presents general standards for the assessment of EL: statements of the goals of Women's Studies programs; descriptions of specific Women's Studies courses at 31 different colleges; and information relevant to the assessment of EL. Also included are sample portfolio materials representative of the actual experiences of five women. Descriptors: Academic Records; College Applicants; College Credits; College Programs; Course Descriptions; Evaluation Criteria; Evaluation Methods; Experiential Learning; Females; Guidelines; Higher Education; Portfolios (Background Materials); Program Descriptions; Women's Education; Women's Studies.

SECTION 2

Implementation of PLAR in Formal Education

2.3 Secondary Schools

Institute for Behavioral Research in Creativity. (October 1992) *Student, Educator, and Parental Views on Proficiency-Based Credit Assessment.* Salt Lake City: Utah State Office of Education.

74 pages. Document Type: evaluative report; test, questionnaire. This report presents results from Phase 2 of an ongoing Utah State Office of Education project titled "Preliminary Study of Proficiency Based Credit Testing in Utah Public Schools." Proficiency-based credit assessment (PBCA) means awarding secondary school academic credit to students considered proficient in the area without having taken the designated academic course. Phase 1 of the study examined the literature on PBCA, PBCA use in other states, and PCBA use in Utah. Recommendations from phase 1 supported development of PBCA on a state-wide basis. In phase 2, a catalogue of PBCA resources and learning opportunities was compiled to help students become aware of possibilities. A major component of phase 2 was the surveying of 1,296 students, approximately 400 parents, and 114 educators in a small rural district and a large suburban district. Findings demonstrate that students, parents, and educators are aware of and support learning outside the classroom. They are also in favour of granting credit for such learning. From 46 to 64 percent of students expressed an interest in PBCA. Recommendations are made for the Phase 3 development of PBCA assessment. Four exhibits present study findings. Five appendices include the catalogue of resources; the three surveys given to students, parents, and educators; and student comments. Descriptors: Academic Achievement; Acceleration (Education); Advanced Courses; Advanced Placement; Equivalency Tests; Experiential Learning; High School Equivalency Programs; High Schools; High School Students; Parents; Prior Learning; Program Evaluation; Public Schools; Questionnaires; Rural Schools; Student Attitudes; Suburban Schools; Surveys; Teacher Attitudes; Teachers. Identifiers: Proficiency Based Credit Assessment; Utah.

Institute for Behavioral Research in Creativity. (October 1991) *Proficiency-Based Credit Assessment: A National and Statewide Survey of Use.* Salt Lake City: Utah State Office of Education.

50 pages. Document Type: research report; test; questionnaire. In recent years a movement has developed at the high school level to address issues of cost and educational improvement through Proficiency-Based Credit Assessment (PBCA). With

PBCA, students can receive credit by demonstrating their proficiency without actually taking a course. A national mail survey conducted by the Utah State Office of Education to determine the current scope and use of PBCA in secondary school education found that 16 states (40% of the 40 respondents) had a policy that provided direction for use of PBCA for high school credit, but only five states had specified tests or evaluation procedures. In general, the responsibility for determining how credit could be earned was left to the districts. A survey of the 40 Utah school districts (80% response rate) determined that seven districts were currently using PBCA, and three had developed assessment instruments independently of state resources. Recommendations include: (1) centralized PBCA assessment procedures; (2) a system development committee; (3) use of end-of-course tests and item pools to create assessments; (4) emphasis on subject methodology over subject-matter content; (5) a needs assessment/marketing component; (6) making PBCA attractive to district educators; (7) making PBCA attractive to students; and (8) recognizing and promoting external resources in developing programs. Ten references are listed, and three appendices provide the surveys used in the study. Descriptors: Competency Based Education; Educational Assessment; Educational Improvement; Equivalency Tests; Experiential Learning; High School Equivalency Programs; High Schools; Mail Surveys; National Surveys; Prior Learning; School Districts; State Surveys; Student Evaluation; Student Placement; Testing Problems; Test Use; Use Studies Identifiers: Proficiency Based Credit Assessment; United States; Utah.

Larabee, Pauline. (No date) *Recognition of Prior Learning: Pilot Project of the Ottawa Board of Education*. Workshop materials.

Nickse, R. (1980) "A Comparison and Analysis of Four Alternative High Schools' Credentialing Programs." *National Association of Public and Continuing Adult Education Exchange* 3(2), 11-13.

Porter, Kathleen, and Norma S. Feldman. (December 1980) *New York State External High School Diploma Program. Assessment Procedures and Sample Assessment Materials*. Syracuse, NY: Syracuse Research Corp.

81 pages. Sponsoring Agency: Office of Educational Research and Improvement (ED), Washington, DC. National Diffusion Network. Document Type: project description. In order to satisfy the needs of the many adults without a high school diploma, the New York State External High School Diploma Program was developed in 1972 as an alternative high school credentialing program for adults who have acquired skills through their life experiences and can demonstrate these skills in applied performance tests. The program's objective is to validate these skills by providing an assessment and credentialing process that is an alternative to traditional high school equivalency testing

programs. This booklet provides a detailed account of the assessment procedures and materials used in the program. Following a brief description of the program in the Introduction, part 1 describes the diagnostic procedures and contains a synopsis of each of the diagnostic instruments. Part 2 describes the procedures used to assess the generalized life skills competencies. It also provides a synopsis of the original set of tasks, a brief description of the new set of tasks, and a sample task which illustrates the sorts of activities completed by candidates in the program, as well as the evaluative procedures used to assess candidate performance in each phase of the task. Part 3 describes the procedures used to determine which individualized competency should be used to assess a candidate, and gives a sample performance interview used for assessing security guard skills. Descriptors: Adult Students; Credentials; Educational Assessment; Evaluation Criteria; Evaluation Methods; Experiential Learning; High School Equivalency Programs; Measures (Individuals); Minimum Competency Testing; Prior Learning; Student Evaluation. Identifiers: National Diffusion Network Programs; New York State External High School Diploma Prog.

Implementation of PLAR in Formal Education

2.4 Distance Learning

Butterworth, Christine, and Richard Edwards. (November 1993) "Accrediting Prior Learning at a Distance." *Open Learning* 8(3), 36-43.

Document Type: position paper; project description; journal article. Discusses the Assessment of Prior Learning (APL) and describes a pilot project at the Open University (United Kingdom) that introduced credit for APL in one course. Steps in the assessment process are outlined, including constructing a student portfolio; and workload, staff development, and costs are considered. Descriptors: College Credits; Costs; Distance Education; Evaluation Methods; Foreign Countries; Higher Education; Measures (Individuals); Open Education; Pilot Projects; Portfolios (Background Materials); Prior Learning; Staff Development. Identifiers: Open University (Great Britain); United Kingdom; Workload. ISSN: 0268-0513.

Dance, Muriel, et al. (1997) *Student Handbook on Prior Learning Assessment: Instructions for Portfolio Development*. External Doctor of Pharmacy Degree Program at the University of Washington and Washington State University.

Haponski, William C., and others. (1983) *Your College Degree: The External Degree Way*. Oneida, NY: ETC Associates.

37 pages. Document Type: non-classroom material. Information on undertaking an external degree program to obtain a college education is presented. An external degree program is one that has no, or minimal, requirements for residence (on-campus attendance). Most often it can be entered at any time of the year and usually grants credit for documented learning already acquired. An external degree program does not preclude attending some classes on campus. The following topics are addressed: the value of an undergraduate, professional, or graduate degree; earning a college degree at home and on the job; the quality of external degrees; transfer of external degree credits; the importance of accreditation; types of institutions that offer external degrees; types of external degree programs; fields of study available in external degree programs; the geographics of external degrees; levels of external degree programs and options; considerations for choosing a field of study; the residency question; the much lower cost of external degrees; some reasons for choosing or not choosing an external degree program; the

appropriateness of external degrees for adults 25 years old and over and for younger people; some degree opportunities available through external programs; and program details for Thomas A. Edison State College. Descriptors: Accreditation (Institutions); Adult Students; College Attendance; Degrees (Academic); Enrollment Influences; External Degree Programs; Higher Education; Nontraditional Education; Nontraditional Students; Prior Learning.

Keeton, Morris T. (April 1979) "Building Experiential Learning into External Degree Programs." *Peabody Journal of Education* 56(3), 239-47.

The need to build experiential learning into external degree programs is examined in terms of the framework identifying the functions of experiential elements of a program. Successful forms are defined and models of these are described. Descriptors: Coordination; Educational Cooperation; Experiential Learning; Models; Objectives; Special Degree Programs; Students; Academic Standards; Governance; Opinions; Post-secondary Education; Program Descriptions.

Kray, Eugene J., and Bruce T. Wyman. (1975) *Policies, Procedures and Politics Effecting Experiental Learning*. Ed.D. Practicum, Nova University.

107 pages. Delaware County Community College (DCCC) in Pennsylvania is in the process of developing an external degree program for working adults. This study was designed to examine the internal political structures within which the policies and procedures of assessing experiential learning were developed by other colleges, and to recommend a course of action for DCCC. Questionnaires were sent to 30 institutions belonging to the Cooperative Assessment of Experiential Learning (CAEL) Assembly; of the 15 institutions responding, six -- New College of California, Northeastern Illinois University; Sterling College, Webster College, College of Saint Rose, and State Technical Institute of Memphis -- were chosen for case studies. Using these case studies, plus applicable data obtained from other respondents, the policies, procedures, and politics are summarized in terms of the following problems: Faculty Related, Business Office, Registrar, Admissions, Accrediting and Transfer, Publicity, and Obtaining a Program Director. Involvement and articulation of all parties from the earliest possible time, plus a participatory governance structure to shape and develop policy revisions, seems to be the key to early acceptance and successful development of a system of assessing experiential learning. A literature review, the six case studies, a chronological list of the steps to be taken by DCCC, the questionnaire, a summary of responses, and two tables describing program costs are also included. Descriptors: Educational Policy; External Degree-Programs; Student Experience; Two-Year Colleges. Administrative Organization; Administrative Policy; Adult Education; Case Studies; Experiential Learning; Governance; Higher Education; Learning Experience; Program Costs; Student

Evaluation; Work-Experience.

Prior Learning Assessment: Live and Learn -- A Distance Learning Portfolio Development Course. (1994) Videorecording produced by TV Ontario, Seneca College and Mohawk College.

Strain, John. (1989) "Policies in American External Study: Credit for Extra-Institutional Learning." *Distance Education* 10(2), 230-241.

Document Type: journal article; review literature; project description. Discussion of the development of distance education programs in the United States, Australia, Canada, and Great Britain focuses primarily on six programs in the United States. External degree programs are discussed, standard examinations that assess prior learning are described, and credit policies for extra-institutional learning are examined. Descriptors: College Credits; Distance Education; Equivalency Tests; External Degree Programs; Foreign Countries; Higher Education; Prior Learning; Standardized Tests. Identifiers: Australia; Canada; Great Britain; United States.

Wagemans, Leo, and Filip Dochy. (1991) "Principles in the Use of Experiential Learning as a Source of Prior Knowledge." *Distance Education* 12(1), 85-108.

Document Type: journal article; position paper; research report. Discusses the importance of experience and experiential learning in distance education. Models of prior knowledge and experiential learning are discussed, the measurement of experiential learning is described, a model of the portfolio assessment method is explained, and implications for Dutch higher education and the Open University are suggested. Descriptors: College Credits; Curriculum Development; Distance Education; Experiential Learning; Foreign Countries; Higher Education; Measurement Techniques; Measures (Individuals); Models; Portfolios (Background Materials); Prior Learning. Identifiers: Conceptual Models; Netherlands; Open University (Netherlands). ISSN: 0158-7919.

Wylie, Nancy. (September 1976) *Implementing Competency-Based Assessment of Prior Learning. CAEL Institutional Report. Florida International University*. Princeton, NJ: Cooperative Assessment of Experiential Learning Project.

58 pages. Sponsoring Agency: Ford Foundation, New York, N.Y.; Fund for the Improvement of Post-secondary Education (DHEW), Washington, D.C.; Lilly Endowment, Inc., Indianapolis, Ind. Document Type: research report. Evaluation of prior learning for the External Degree Program at Florida International University is

described. Efforts in the following areas are presented: (1) implementation and evaluation of the competency-based assessment tool, (2) integration of the assessment process with other processes of the External Degree Program and the entire university, (3) establishment of disciplinary competencies to be used as indicators in the assessment of learning from work experiences, and (4) reconciliation of the assessment process with the need for predetermined competencies in academic disciplines. Emphasis is also given to the characteristics, application, and implications of the standards used in the assessment of student learning. Descriptors: College Credits; College Students; Competency Based Education; Educational Objectives; Equivalency Tests; Evaluation Methods; Experiential Learning; External Degree Programs; Higher Education; Independent Study; Individualized Programs; Informal Assessment; Models; Nontraditional Education; Performance Contracts; Post-secondary Education; Prior Learning; Program Development; Standards; Student Records. Identifiers: Florida International University; Performance Based Certification.

Implementation of PLAR in Formal Education

2.5 Second Language, Basic Education, and Literacy Programs

Burnie, Brian, Maureen Hynes, and Gail Carrozzino. (1994) *Getting the Credit You Deserve: Portfolio Development Course for ESL Speakers*. Toronto: George Brown College, School of Labour; Metro Labour Education Centre.

213 pages. This course was developed to ensure that immigrant workers and second language speakers have access to prior learning assessment systems being developed in Ontario colleges. In the 60-hour course, students learn to identify and document their experiential learning, their education expectations and values, and to analyze the impact of these on their personal goals. They learn how to describe themselves and identify their learning styles, and to determine if their prior learning is equivalent to any college-level courses. Course activities assist the student in initiating a request to review their completed portfolios for assessment and accreditation. Course delivery provides opportunities for language acquisition, and activities are designed to build problem-solving skills and critical thinking, as well as self-esteem. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Curriculum development; English (second language). A pilot project funded by the Ontario Ministry of Education and Training and the Prior Learning Assessment Secretariat, Ontario Council of Regents.

Burnie, Brian, Maureen Hynes, and Gail Carrozzino. (1994) *Portfolio Development Course for Second Language Speakers in Declining Industries: PLA Pilot Project Report*. Toronto: George Brown College, School of Labour; Metro Labour Education Centre.

63 pages. Documents the process and outcomes of a joint project between George Brown College School of Labour and the Metro Labour Education Centre to develop and deliver a portfolio development course for speakers of English as a second language, in declining industries. The report outlines the background to the initiative by the Council of Regents and presents the specific objectives of the pilot project that followed. It documents the stages of the joint process to research and develop the syllabus and the specific outcomes of the pilot project. Recommendations regarding portfolio development courses fall into several areas: minimal levels of language competence required to succeed, design and delivery of courses for ESL speakers, essential supports for delivery, issues relating to grading, the required skill set for instructors and training in PLA, partnerships in course delivery and financial issues. Descriptors: Colleges of applied arts and technology;

Educational experience; Access to education; Adult students; Curriculum development; English (second language). A pilot project funded by the Ontario Ministry of Education and Training and the Prior Learning Assessment Secretariat, Ontario Council of Regents. This report accompanies a syllabus, Getting the Credit You Deserve, developed by the two partners during the pilot project.

Chanda, Noyona. (1990) *Assessment of Prior Learning: A Common Sense Approach for Adult Basic Education and English for Speakers of Other Languages*. London, Eng.: Adult Literacy and Basic Skills Unit.

7 pages. Document Type: teaching guide. Target Audience: Teachers; Practitioners. This document makes the case for assessing prior learning and offers practical advice on how to do it within British English for Speakers of Other Languages (ESOL) and adult basic education (ABE) programs. Following an introduction, it is explained that a person's prior learning is obtained through prior study or life experiences. The next section explains why one would want to assess prior learning (to foster self-awareness, claim educational credit, plan a career, determine the level of entry in ABE or ESOL programs, or integrate experiential and academic learning). The next section lists characteristics of assessing prior learning and of initial assessment (identifies level of skill, highlights gaps in knowledge, establishes a starting point from the tutor's point of view, indicates content and methodology to students, takes note of what students can and cannot do, and categorizes students according to their performance on the spot). Four stages of assessment are listed: identifying the purpose of assessment; identifying learning experiences relevant to that purpose; analyzing these experiences in terms of knowledge, skills, and learning strategies; and demonstrating relevance. Examples include a student's guide to prior assessment and an illustration of how a teacher can help a student work with an English translation of his or her life story to identify prior learning. Descriptors (major): Access to Education; Adult Basic Education; College Credits; English (Second Language); Experiential Learning; Foreign Countries; Nontraditional Students; Prior Learning; Student Placement.

Coons, Diane, and Lynda Morgan Murdoch. (April 1994) *Portfolio Development for Students of ESL: Report on a Pilot Project*. Hamilton, Ont.: Mohawk College. [250 pages]

Government of Australia. (1994) *Making Skills Count: Recognition of Prior Learning. A Guide for Non-English Speaking Background Applicants. A Practical Guide to Assist Recognition of RPL Assessors and Support Staff*. Canberra: Department of Employment, Education and Training; Office of Multicultural Affairs. [50 pages]

Government of Australia. (1994) *New Place, Same Skills: Recognition of Prior Learning. A Guide for People from Non-English Speaking Backgrounds*. Canberra: Department of Employment, Education and Training; Office of Multicultural Affairs. [50 pages]

Purdey, Margaret. (1992) *Assessment, Referral, and Placement Kit for Adult Literacy and Basic Education Programs in Victoria*. Melbourne, Australia: Adult, Community, and Further Education Board.

115 pages. This kit is an aid to the assessment, referral, placement, and recognition of achievement of adult literacy and basic education students across Victoria (Australia). It is designed as a guide to the integration of current assessment with new placement processes within the context of the new Adult Basic Education Accreditation Framework and the related Interim Literacy Course Matrix (ILCM). Section 1 contains general and ethical guidelines on the purpose and conduct of assessment. Section 2 presents the organizational framework and referral processes. It contains a figure showing referral and placement pathways, describes ILCM, provides information on procedures for student placement, and discusses other referral options. Section 3 describes approaches and instruments for these areas of initial assessment: initial interview, goal setting, skills assessment, and observation. Section 4 discusses approaches and instruments for use in on-course assessment: student diaries, student personal profile, individual personal profile for use by teacher, summary on-course profile for use by teacher, observation, assessment of prior learning and experience, and group assessments. Section 5 focuses on approaches and instruments for use in assessment exits. Section 6 on guidelines for recording assessment discusses who needs to know what; provides model forms for initial, on-course, and exit assessment; and makes suggestions for record keeping. Section 7 addresses moderation of assessment. Appendixes include 3 lists of competencies, 11-item reading list, and glossary.

Van Meter, Jean. (1990) "Academic Credit for ESL Classes?" *Review of Research in Development Education* 8(1). [4 pages]

SECTION 2

Implementation of PLAR in Formal Education

2.6.1.1 Methods of Assessment: Portfolio; *Portfolio Courses*

Burnie, Brian, Maureen Hynes, and Gail Carrozzino. (1994) *Getting the Credit You Deserve: Portfolio Development Course for ESL Speakers.* Toronto: George Brown College, School of Labour; Metro Labour Education Centre.

See abstract under 2.5 (Implementation of PLAR in Formal Education/Second Language, Basic Education, and Literacy Programs).

Burnie, Brian, Maureen Hynes, and Gail Carrozzino. (1994) *Portfolio Development Course for Second Language Speakers in Declining Industries: PLA Pilot Project Report.* Toronto: George Brown College, School of Labour; Metro Labour Education Centre.

See abstract under 2.5 (Implementation of PLAR in Formal Education/Second Language, Basic Education, and Literacy Programs).

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Course Outline and Facilitator's Manual.* Toronto: Pilot Project for the Ontario Ministry of Education and Training.

Manual includes materials on introduction to portfolios, components of a portfolio, practice in key portfolio components, integrating adult learning principles to support the adult learner through the phases of the portfolio course, facilitator qualities, portfolio development course outline, role of portfolio course facilitator.

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Resources Manual: Course Outlines, Teachers Guides, Student Guides.* Toronto: Pilot Project for the Ontario Ministry of Education and Training.

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Resource Manual:*

Sample Portfolios.

Confederation College. (1993) *Student Handbook for GS 242: Portfolio Development for College Credit for Prior Learning.* Thunder Bay, Ont.: Confederation College.

See abstract under 2.2.2 (Implementation of PLAR in Formal Education/Post-secondary Education/Community Colleges).

Government of Ontario. Ministry of Colleges and Universities, Loyalist College of Applied Arts and Technology, General Arts and Science, and Prison for Women. (1993) *Prior Learning Assessment Three-phased Pilot Project, Final Report: Needs Assessment, Participatory Evaluation and Research Evaluator Training.* Toronto, Belleville, and Kingston, Ont.: Loyalist College; Ministry of Colleges and Universities; Prison for Women.

See abstract under 2.2.2 (Implementation of PLAR in Formal Education/Post-secondary Education/Community Colleges).

Loyalist College, Academic Resources. (June 1995) *Portfolio-Assisted Prior Learning Assessment: Portfolio Development: A Learner's Guide.* Course materials for the course, Portfolio-Assisted PLA Portfolio Development Course. Belleville, Ont.: Loyalist College.

Sections include: Portfolio development process; the chronological record; the life history paper; the goals paper and educational planning; core of the portfolio -- the narrative of competencies; documentation; assembling the portfolio; evaluation of the portfolio.

Mandell, Alan, and Elana Michelson. (1990) *Portfolio Development and Adult Learning: Purposes and Strategies.* Chicago: Council for Adult and Experiential Learning.

This book explores the eight approaches to portfolio development courses most typically used at colleges and universities, providing examples of each through a closer examination of prior learning assessment programs offered at 11 institutions of higher learning. ISBN: 07872-33609.

Mark, Michael, and Betty Menson. (1982) "Using David Kolb's Experiential Learning Theory in Portfolio Development Courses." *Building on Experiences in Adult Development.* Ed. Betty Menson. San Francisco: Jossey-Bass.

Parsons, N., D. Blower, and S. Bates. (October 1998) *Career Portfolio Development Course*. Winnipeg: Red River College.

Prior Learning Assessment: Live and Learn -- A Distance Learning Portfolio Development Course. (1994) Videorecording produced by TV Ontario, Seneca College and Mohawk College.

Stevens, Mary A. (June 1977) *Developing Learning Objectives for a Model Course to Prepare Adults for the Assessment of Prior, Non-Sponsored Learning by Portfolio Evaluation*. Ed.D. Practicum, Nova University.

48 pages. Document Type: research report. A study was conducted in order to develop a systematic method for the evaluation of students' prior, non-sponsored learning for the award of college credit at Blackhawk College (Illinois). It was determined that a course designed to prepare the student for assessment of prior learning was the best way for the institution to provide assistance to the student in developing a portfolio for evaluation. A survey of institutions offering similar courses elsewhere was made and pertinent literature was reviewed in order to identify appropriate means and objectives for an assessment preparation course. Summaries of the specific types of learning usually included in such courses were then prepared, organized by means of Bloom's Taxonomy, and were translated into learning objectives for both the affective and cognitive domain. It was recommended that Blackhawk College implement the proposed assessment preparation course using the objectives delineated in this study. Descriptors: Adult Students; Affective Objectives; Behavioural Objectives; Cognitive Objectives; Community Colleges; Course Objectives; Courses; Evaluation Needs; Experiential Learning; Learning Experience; Prior Learning; Student Evaluation; Student Experience; Two Year Colleges.

White, Donna. (1995) *Building on Experience: A Course in Recognition of Prior Learning. A Guide for Teachers and Tutors*. Melbourne, Austral.: Adult, Community, and Further Education Board.

112 pages. Document Type: teaching guide. Target Audience: Teachers; Practitioners. This course is designed to assist adults in documenting their prior experience, gaining an understanding of the policy and practices of recognition of prior learning (RPL), and then applying for RPL in either further education or employment. The 30-hour course is designed to be delivered over a series of weeks to allow time for students to reflect on their experiences, collect information from many sources, and process the information into career and study plans. Introductory materials include course aims and information on structuring and accrediting the course. Tutor notes address targeted learners, using the

group process, required experience, and use of session plans. Detailed session notes are provided for 10 3-hour sessions. Components of the notes are as follows: the topic, session aim, competencies, outline of session with recommended time allotment, resource list, detailed tutor notes (lesson plans), learning activities, student handouts, and assessment tasks. Session topics include the following: building the group; identifying life values; a good experience; learning from experience; profiling skills; career planning; planning training needs; matching skills and competencies; applying for RPL; and RPL interview. Appendixes include a list of course competencies; assessment tasks, and a tutor checklist. Descriptors: Adult Education; Adults; Certification; College Credits; Experiential Learning; Foreign Countries; Instructional Materials; Learning Activities; Lesson Plans; Nontraditional Students; Prior Learning; Profiles; Teaching Guides; Work Experience. Identifiers: Australia (Victoria). ISBN: 0-7306-7475-4

SECTION 2

Implementation of PLAR in Formal Education

2.6.1.2 Methods of Assessment: Portfolio; *Handbooks/How-to Manuals*

Algonquin College. (1998) *Portfolio Development*. CD-ROM. Toronto: McGraw-Hill Ryerson.

The CD-ROM is designed to be used independently or in conjunction with a workshop series. The CD-ROM provides real-life video clips of students and faculty who have completed a portfolio. Students use a "Locator Map" to navigate through the CD-ROM from the beginning reflective process through to complete portfolio. Algonquin College now has a new Instructor's Manual designed to complement the CD-ROM. This manual is especially helpful for those educators and institutions looking for additional instructional design strategies for use with multi-medial. Contains five modules -- Looking Back, Looking Forward, Taking Inventory, Documenting Achievements, Portfolio Assembly.

Barnett, Bruce G., and Patty Lee. (Summer 1994) "Assessment Processes and Outcomes: Building a Folio." *New Directions for Adult and Continuing Education* 62, 55-62.

Document Type: position paper; journal article. The first step in portfolio construction is building a folio -- accumulation of all possible materials documenting a person's learning. Materials may include artifacts created by the learner and attestations from other people and organizations. Descriptors: Adult Education; Experiential Learning; Outcomes of Education; Portfolio Assessment; Portfolios (Background Materials); Student Evaluation. ISSN: 0195-2242.

Benton, Nena. (1995) *Recognition of Prior Learning: A Personal Guide to Developing Your Portfolio*. Wellington: New Zealand Council for Educational Research.

56 pages. Making a lifelong habit of documenting gained knowledge and skills can be both rewarding and advantageous. This book takes the learner through the process of portfolio development, step by step. Useful for anyone making the transition to further education.

Dance, Muriel, et al. (1997) *Student Handbook on Prior Learning Assessment: Instructions for Portfolio Development*. External Doctor of Pharmacy Degree Program at the University

of Washington and Washington State University.

Day, M., and L. Basford. (1995) *Guidelines for Developing a Portfolio. Department of Community and Primary Care*. Sheffield, Eng.: School of Nursing and Midwifery, University of Sheffield. [ISBN: 1 900225 05 0]

Deiro, Judy. (1983) *Prior Learning Experiences: Handbook for Portfolio Process. Alternative Learning Experiences*. Bellingham, Wash.: Whatcom Community College.

93 pages. Document Type: instructional material. Target Audience: Practitioners; Students. This handbook presents information to aid students in applying for prior learning credit at Whatcom Community College (WCC). First, introductory material outlines the types of activities that may qualify a student for prior experiential learning credit and presents a flowchart illustrating the accrediting process. Next, a step-by-step guide is provided for developing a portfolio, that is, a written statement describing and documenting prior learning. The 12 steps are: (1) clarify career and educational goals; (2) write an autobiography; (3) determine life experiences that contributed to learning; (4) categorize learning according to department and program; (5) develop a career plan; (6) develop a competency statement for each course equivalent; (7) write descriptions of experiences and learning; (8) develop a rationale for each requested course equivalent; (9) document learning experiences; (10) supply an annotated bibliography for course equivalents; (11) negotiate evaluation for each course equivalent; and (12) compile completed portfolios. Samples, case studies, forms, worksheets, and checklists are provided where appropriate. Questions relating to portfolio development are then posed and answered. Appendices include criteria for granting credit; information on credit policies, guidelines, and evaluation methods; a sample portfolio; a list of academic departments and subjects; and student notebooks. Descriptors: College Credits; Community Colleges; Educational Experience; Employment Experience; Experiential Learning; Portfolios (Background Materials); Prior Learning; Two Year Colleges.

First Nations Technical Institute. (1992) *Prior Learning Assessment and the Portfolio*. First Nations Technical Institute. Deseronto, Ont.: First Nations Technical Institute.

This pamphlet, written to help adult learners and their facilitators, describes the rationale for prior learning assessment and outlines the process of creating a portfolio that reveals learning and acquired competencies as well as proving creditable professional development skills. The examples used reflect the requirements for a Social Services Worker Program. 16 pages. Descriptors: Colleges of applied arts and technology; Educational experience; Adult students; Native students.

Kimeldorf, Martin. (1994) *Creating Portfolios: For Success in School, Work, and Life.* Minneapolis, MN: Free Spirit Publishing.

85 pages. This book helps students to produce meaningful, useful portfolios for a variety of purposes, and leads them through a series of exercises that result in a finished, focused portfolio. Describes four types of portfolios -- student, project, expert and professional, and personal. Contains exercises and worksheets for portfolio creation and presentation.

Loyalist College, Academic Resources. *Portfolio-Assisted PLA Portfolio Development.* Belleville, Ont.: Loyalist College.

See abstract under 2.) Implementation of PLAR in Formal Education; F.) Methods of Assessment; 1.) Portfolio; A.) Portfolio Courses.

MacIsaac, Doug, and Lewis Jackson. (Summer 1994) "Assessment Processes and Outcomes: Portfolio Construction." *New Directions for Adult and Continuing Education* 62, 63-72.

Document Type: position paper; journal article. A portfolio is a carefully edited collection of artifacts and attestations selected from a folio. It serves as a documented history of learning and a structured record of accomplishment. It may be used for self-evaluation, for progress assessment in adult education, or as a vehicle for engaging learners in active reflection on experience. Descriptors: Adult Education; Experiential Learning; Outcomes of Education; Portfolio Assessment; Portfolios (Background Materials); Student Evaluation. ISSN: 0195-2242.

Mohawk College of Applied Arts and Technology, Dept. of Office Administration. (1992) *Credit for Prior Experiential Learning: Information Package for Portfolio Creation.* Hamilton: Mohawk College of Applied Arts and Technology.

6 pages. Handbook. This information package for potential students provides general information for the student to develop a portfolio to be used to validate their prior learning. It provides basic guidelines for describing courses completed previously and for outlining other accomplishments that provide evidence of learning. Gives details of the format for presentation. Appendices include student academic appeals policy and procedures for Mohawk College, and a list of the 10 steps in the application procedure. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Student evaluation; College d'arts appliques et de technologie; Experience educative; Acces a l'education; Etudiant adulte; Evaluation de l'etudiant.

Rolls, Dorothea M. (April 1987) "Documenting Experiential Learning. Preparation of a Portfolio for College Credit: Techniques." *Lifelong Learning* 10(6), 19-21.

4 pages. Document Type: instructional material; journal article. Target Audience: Students. Increasing numbers of colleges and universities are responding to the needs of adults seeking professional training and have come to recognize the value of experiential learning. One method of assessing previous learning is to prepare a portfolio with documentation of life experiences as they related to the learning process. The East Central College Consortium, which is made up of eight colleges in Ohio and Pennsylvania, currently offers an assessment system whereby authorized faculty members from whom a petitioner is seeking credit evaluate a portfolio consisting of seven elements. The first six of these are a resume, an autobiography, a specific credit request, an abstract of learning outcomes, an explanation of learning outcomes (in which the petitioner attempts to explain the relationship of the learning outcomes to the credits requested), and a statement of educational goals. The seventh element -- documentation of work experience, community service activities, non-credit courses and other training, and special accomplishments -- can be presented in various forms including awards, letters of corroboration from superiors or peers, congratulatory messages of high performance, awards, newspaper and magazine clippings, diplomas, certificates, records of military service or training, books or articles published, writing samples, and lectures given on specific topics. After the assessor reviews the portfolio, a consortium board makes the final decision as to the amount of credit to be awarded. Descriptors: Adult Education; College Credits; Documentation; Experiential Learning; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Student Certification Identifiers: East Central College Consortium.

Sansregret, Marthe. (1993) *Prior Learning Assessment: The Portfolio* (Manual and disc). Lasalle, PQ: Hurtubise HMH.

Sansregret, Marthe. (1985) *Recognition of Prior Learning. The Portfolio. Student's Guide.* Quebec City: Quebec Department of Education.

161 pages. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie. Document Type: instructional material. Target Audience: Students. This guide provides the adult student with information on developing a portfolio. Chapter I is designed to give the student an idea of what is involved when one participates in a program for the recognition of prior learning. Chapter II covers the various steps that the student will have to undertake to review his/her life and work experience, identify career and educational objectives, and identify and verify prior learning and the correspondence of this learning to credit courses. Information is also presented on projecting an educational

program and receiving information about requests for credit and recognition by the assessors. Descriptors: Adult Education; Adult Students; College Credits; Experiential Learning; Goal Orientation; Independent Study; Material Development; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Work Experience. Report No: ISBN-2-551-06551-8.

Sansregret, Marthe. (1984) *La Reconnaissance des acquis: Le Portfolio*. Lasalle, PQ: Hurtubise HMH.

Thomas A. Edison State College. (1990) *Portfolio Assessment Handbook. 1990-91*. Trenton, NJ: Thomas A. Edison State College.

56 pages. Document Type: non-classroom material. Target Audience: Students. This handbook gives the adult student information to complete portfolios that are designed to help adult students earn college credits for outside experience. Portfolio assessment is a flexible and efficient way to earn college credit. Nearly any area of learning can be converted into credits as long as it is taught at a regionally accredited college or university and the student can prove expertise in the subject. The portfolio is a collection of data assembled in an approved format to demonstrate college-level knowledge for the award of credit. The five steps in putting a portfolio together include: (1) taking an inventory of one's knowledge; (2) choosing the area for which one wants college credit; (3) finding course descriptions to match one's learning; (4) providing evidence of one's knowledge; and (5) describing what one knows and how one knows it. Other aspects of the portfolio assessment process are described, including fees and policies of the college. Examples of narratives are provided, and the registration form and course selection cover sheets for applying to the Thomas A. Edison State College in Trenton (New Jersey) are included. Descriptors: Adult Education; Adult Students; College Applicants; College Credits; Educational Assessment; Evaluation Methods; Experiential Learning; Guides; Higher Education; Informal Assessment; Knowledge Level; Portfolios (Background Materials); Prior Learning; Special Degree Programs; Student Records

Implementation of PLAR in Formal Education

2.6.1.3 Methods of Assessment: Portfolio; *Practice*

Assiter, Alison, and Eileen Shaw, eds. (1993) *Using Records of Achievement in Higher Education*. London: Kogan Page.

160 pages. Document Type: collection; book. This collection of 22 essays examines the use of records of achievement (student profiles or portfolios) in higher and vocational education in the United Kingdom. They include: (1) "Records of Achievement: Background, Definitions, and Uses" (Alison Assiter and Eileen Shaw); (2) "Profiling in Higher Education" (Alison Assiter and Angela Fenwick); (3) "Records of Achievement and Admission to Higher Education" (Richard Gretton); (4) "Passport Scheme" (Heather Hughes Jones); (5) "Recording of Achievement within Accreditation of Prior Learning: A Case for Three Capabilities" (Lovemore Nyatanga and Jane Fox); (6) "Portfolio Development for National Vocational Qualifications" (Howard Foster); (7) "Some Institutional and Practical Implications of Introducing Records of Achievement" (Ros McCulloch); (8) "Maintaining the Ethos of Records of Achievement in Higher Education Curriculum and Assessment" (Lesley Cooke and Maggie Taylor); (9) "Using Portfolios for Personal and Career Development" (Roger Harrison); (10) "The Record of Achievement as a Learning Resource for All Students" (Marilyn Wedgewood and Joyce Godfrey); (11) "Profiling and Assessment of Professional and Personal Transferable Skills Acquired by Students on a BSc Honours Course in Psychology" (Beryl Starr); (12) "Using Portfolios to Record Progress and Assess Achievement" (Roger Payne and others); (13) "Developing Student-Centred Records of Achievement on an M. Eng. Course" (Roy Gregory and Lin Thorley); (14) "Records of Achievement in Relation to Personal Learning" (Katherine Cuthbert); (15) "Student Empowerment Through the Recording and Reviewing Process: Theatre in Education with Student Teachers" (Karen Carter); (16) "Using Information Technology for a Student-Produced Record of Achievement" (Keith Selkirk); (17) "Diploma of Personal and Professional Development" (Helen C. Gladstone); (18) "Recording Learning and Development on Sandwich Placements" (Sue Drew and Keith Willis); (19) "Self-Development: The Buck Stops Here" (Nigel Smalls); (20) "Records of Achievement and Self-Development: A Business Initiative in Argos" (Danny Moy); (21) "Why Use Records of Achievement? An Employer's Perspective" (Rob Bellis); and (22) "The Future Role of Recording Achievement" (Alison Assiter and Eileen Shaw). Descriptors: Academic Achievement; College Admission; College Curriculum; Definitions; Educational Attitudes; Educational Trends; Employer Attitudes; Evaluation Methods; Foreign Countries; Higher Education; Individual Development; Information Technology; Institutional Role; Portfolios

(Background Materials); Professional Development; Student Centered Curriculum; Student Development; Student Evaluation; Vocational Education. Identifiers: Records of Achievement (United Kingdom); United Kingdom. ISBN: 0-7494-1111-2.

Barba, Marianne P., and others. (Spring/Summer 1985) "Portfolio Assessment: An Alternate Strategy for Placement of the RN Student in a Baccalaureate Program." *Innovative Higher Education* 9(2): 121-27.

Document Type: journal article; project description; The use of a portfolio as an "alternative transcript" is discussed. Concepts explored include evaluation of prior learning, assessment of prior learning, rationale for developing a portfolio, and the articulation of verifiable learning outcomes with course and program objectives. Descriptors: Academic Records; Bachelors Degrees; Evaluation Methods; Higher Education; Nontraditional Education; Nurses; Nursing Education; Portfolios (Background Materials); Prior Learning. Identifiers: Rhode Island College.

Budnick, Diane, and Shirley Beaver. (September/October 1984) "A Student Perspective on the Portfolio." *Nursing Outlook* 35(5), 268-69.

Document Type: journal article; position paper; project description. The authors explain their decision to create portfolios to obtain credit for prior learning. They discuss basic elements for an outline, major headings for the resume, contents of the narrative portion, documentation, faculty review of the portfolio, and advantages and disadvantages. Descriptors: College Credits; Documentation; Experiential Learning; Higher Education; Nursing Education; Portfolios (Background Materials); Prior Learning; Professional Development. Identifiers: Outlines; Resumes (Personal).

Case, S. (1994) "Will Mandating Portfolios Undermine Their Value?" *Educational Leadership* 52(2), 46-47.

Central Region PLA Pilot Project Team, Ontario. (Fall 1993) *Portfolio-Assisted Assessment of Prior Learning: Principles, Methods, and Resources. Workshop Overview*. Toronto: Ontario Ministry of Education and Training.

Coons, Diane, and Lynda Morgan Murdoch. (April 1994) *Portfolio Development for Students of ESL: Report on a Pilot Project*. Hamilton, Ont.: Mohawk College. [250 pages]

Dagavarian, Debra A. (February 1989) *Portfolio Assessment.* Project Report. Washington, DC, and Trenton, NJ: American Association of State Colleges and Universities; Thomas A. Edison State Coll.

9 pages. Document Type: project description. The portfolio assessment process at Thomas A. Edison State College is described in this report. Through portfolio assessment, the school helps students identify and gain credit for college-level skills and knowledge acquired through work, volunteer activities, independent reading, military or corporate training, and life experiences that may be hard to demonstrate by traditional methods. Students earn college credits by proving what they know, regardless of how they learned it. They put together a portfolio of documents, paperwork, and evidence that verifies college-level knowledge. Portfolio advisors help students review rough drafts of material, identify the best documentation, verify learning, and make relevant decisions about their portfolios. Documentation can include such things as computer programs, poems, artwork, tapes, and letters from employers. The entire assessment process may take from a month to a year, and students may begin working on the portfolios at any time during the year. If the student has a great deal of knowledge in a particular field but no documentation to prove it, it is possible to opt for an exam. A portfolio includes the course description, narrative, and evidence. A qualified faculty assessor reviews the portfolio and makes recommendations either to award or deny credit or requests additional information or testing. About 90% of all credits requested through this program are awarded. Descriptors: Access to Education; College Students; Credentials; Educational Innovation; Experiential Learning; Higher Education; Models; Nontraditional Education; Portfolios (Background Materials); Prior Learning; Program. Descriptions; State Colleges; Work Experience. Identifiers: AASCU ERIC Model Programs Inventory Project; Thomas A Edison State College NJ. This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Post-secondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education.

Engel, B. (1994) "Portfolio Assessment and the New Paradigm: New Instruments and New Places." *Educational Forum* 59, 22-27.

Glendenning, Donald. (Winter 1995) "Swamped by Portfolios: Prior Learning Assessment." *Canadian Vocational Journal* 31(2), 18.

Hayes, Marilyn Jo. (1994) *Prior Learning Assessment and Portfolio Development in the New College Program at St. Edward's University, Austin, Texas.* Ph.D. dissertation, University of Texas at Austin.

Jarvinen, A., and V. Kohonen. (1995) "Professional Development in Higher Education Through Portfolio Assessment." *Assessment and Evaluation in Higher Education* 20(1), 25-36.

J.M.J Group. (June 1996) *Portfolio Builder and Assessment System (PBAS): A Multimedia Solution in the Management of PLAR*. [9 pages]

Jones, J.E. (1994) "Portfolio Assessment as a Strategy for Self-Direction in Learning." *New Directions for Adult and Continuing Education* 64, 23-29.

Kemp, W., R. Smith, and G. Van Sant. (June 1984) "Evaluating Experiential Learning: The Portfolio." In James W. Fonseca, Comp. *Non-Traditional and Interdisciplinary Programs. Selected Papers from the Annual Conference on Non-Traditional and Interdisciplinary Programs*, 2nd, Arlington, Virginia, June 27-29.

Collection totals 313 pages. Document Type: conference proceedings. A total of 47 papers are presented from the George Mason University (Virginia) second annual conference on nontraditional, interdisciplinary, and external degree programs.

Keynes, Milton. (1992) *E530–A Portfolio Approach to Personal and Career*. Open University.

Kimeldorf, Martin. (May 1997) *Portfolio Power: The New Way to Showcase All Your Job Skills and Experiences*. Toronto: ITP Nelson.

Knight, Michael E., and Denise Gallaro, eds. (1994) *Portfolio Assessment: Applications of Portfolio Analysis*. Lanham, MD: University Press of America.

Knapp, Joan, and Marianne Gardiner. (December 1981) "Assessment of Prior Learning: As a Model and in Practice." *New Directions for Experiential Learning* (Financing and Implementing Prior Learning Assessment) 14, 7-31.

Portfolio assessment, designed after the model disseminated originally by the Cooperative Assessment of Experiential Learning (CAEL) project, has become the technique of choice in prior learning programs as well as the foundation for adult degree programs. Innovations and changes in the assessment process are discussed. Descriptors (major): Certification; College Credits; Evaluation Methods; Experiential Learning; Portfolios

(Background Materials); Prior Learning (minor): Educational Planning; Higher Education; Models.

Kytle, Jackson, and Eric Zencey. (Summer 1994) "Of Carts, Horses, and Trojan Gifts: The Transformative Task of Prior Learning Assessment." *CAEL Forum and News*, 17(2): 7-10.

Document Type: position paper; journal article. Discusses the prevailing conventions of portfolio assessment specifically where experiential learning is tied to course equivalents. Suggests that further discussion is needed about prior learning assessment, traditional education, and how to use experience to advance understanding of learning. Descriptors: Adult Education; Evaluation Methods; Experiential Learning; Prior Learning. Identifiers: Portfolio Assessment.

Llewellyn, Nick. (1992) "Capability -- An Expert System To Support the Accreditation of Prior Learning." *Aspects of Educational and Training Technology Series* 25, 62-64.

Document Type: project description; conference paper; journal article. Capability is an expert system designed to support the process of compiling portfolios for competence-based assessment, particularly accreditation of prior leaning. The system was designed to provide cost effective management, consistency of rigour, support for tutors in accreditation workshops, and a structured approach to counseling. Outlines system design and development and discusses the accreditation process. Descriptors: Accreditation (Institutions); Competence; Cost Effectiveness; Decision Support Systems; Educational Administration; Educational Counseling; Experiential Learning; Expert Systems; Portfolios (Background Materials); Prior Learning; Reliability; Tutors; Workshops. Identifiers: Accreditation Standards; Competency Based Evaluation.

Loyalist College and First Nations Technical Institute. (February 1994) *Portfolio-Assisted Assessment of Prior Learning: Principles, Methods, and Resources. Orientation Manual for Assessors.*

This manual was developed during 1992-93 as a pilot project funded by the Ministry of Education and Training as part of the province-wide PLA implementation strategy.

Marsh, Helen F., and Patricia A. Laskey. (September/October 1984) "The Professional Portfolio: Documentation of Prior Learning." *Nursing Outlook* 32(5), 264-276.

Document Type: journal article; project description. Discusses the professional portfolio

as (1) evidence of knowledge and skills gained through prior learning and experience; (2) a placement tool for faculty, and (3) useful in a student's program planning. Describes the concept and development of the portfolio's narrative and documentation sections. Also rates the portfolio's advantages and disadvantages. Descriptors: Credentials; Documentation; Experiential Learning; Higher Education; Learning Experience; Nontraditional Education; Portfolios (Background Materials); Prior Learning; Professional Development; Program Development; Qualifications; Skill Development; Student Placement; Student Records. Identifiers: Resumes (Personal).

Northwest Regional Educational Lab. (November 1991) *Portfolio Resources*. Portland, OR: Northwest Regional Educational Lab., Portland Test Center.

59 pages. Updates of "Portfolio Resources" will be issued regularly; users should look for the latest version. Printed on coloured paper. Document Type: serial; bibliography. This updated annotated bibliography presents articles about portfolio assessment uses collected and reviewed by the Northwest Regional Educational Laboratory (NREL) Test Center to date. Documents have been obtained from a number of sources, including consortium efforts by the Northwest Evaluation Association and the Alaska State Department of Education. This reorganized and updated version has two sections. The first covers all articles reviewed between December 1989 and July 1991, in alphabetical order by primary author. The second section contains articles reviewed after July 1991, also listed by primary author. The second section will be updated two or three times a year and all new articles will be added to the main bibliography once a year. Articles cover diverse subjects, including both student and staff portfolios, and theoretical and practical approaches to portfolio use. A set of descriptors has been developed, and an index using the descriptors is provided. In Alaska, Idaho, Montana, Oregon, and Washington these articles can be obtained on three-week loan from the NREL Test Center; users in other states must contact the author of the article. Part 1 of this document lists the primary author(s), title, source, shelf number, and brief summary of 94 articles. Part 2 lists the primary author(s), title, source, shelf number, and brief summary of 25 articles. A six-page index for Part 1 is included. Descriptors: Annotated Bibliographies; Educational Assessment; Elementary Secondary Education; Evaluation Methods; Experiential Learning; Higher Education; Personnel Evaluation; Personnel Selection; Portfolios (Background Materials); Research Reports; Student Evaluation; Theory Practice Relationship Identifiers: Performance Based Evaluation.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part One*. Toronto: Ontario Council of Regents.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part Two*. Toronto: Ontario Council of Regents.

Rydell, Susan. (1982) *Credible Portfolios: Dimensions in Diversity*. Chicago: CAEL.

Savitz, Fred R. (1984) "A Prototype for Portfolio Development." *Community Services Catalyst* 15(4).

Serling, Albert M. (1980) "Credit for Learning: The Composite-Portfolio Model." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 43-56.

A composite-portfolio approach that uses all major systems of assessing prior learning of adults for degree credit, exemplified by the portfolio process in use at Empire State College of the State University of New York is described and illustrated.

Thermer, Clifford E. (1996) "The Portfolio Perspective: Authentic Assessment for Experiential Training". ERIC Document Reproduction Service No. ED396166.

9 pages. Document Type: project description. Authentic assessment differs from traditional paper-and-pencil assessment in that it is designed to reflect students' "real world" experience. Authentic assessments may assume a variety of forms (including demonstrations, oral interviews/presentations, simulations, self-assessments, and peer/instructor evaluations); however, their focus is always on evaluating learners' mastery and performance of training objectives rather than on degree of compliance or conformity. Portfolios are considered a form of authentic assessment because they examine students' performance in naturalistic settings over time by including student materials documenting those students' learning experiences in a variety of challenges during training. The usefulness of portfolios as a tool for authentic assessment may be seen through an examination of the use of portfolios in the 2-week experiential training program completed by new recruits of the Connecticut State Police. The experiential training program, which takes place at the culmination of 26 weeks of intense training, allows recruits to experience a myriad of situations that might be encountered in the field. The portfolio of materials developed by the recruits as they respond to those situations allows them to reflect on and gain insight into their own performance while also obtaining valuable feedback from their field training officers. Descriptors: Adult Education; Educational Practices; Experiential Learning; On the Job Training; Personnel

Evaluation; Police; Police Education; Portfolio Assessment; Work Experience Programs Identifiers: Authentic Assessment.

Vermont State College. (No date) *Guidelines to be Used in Assessing Portfolios and in Awarding College Credit for Prior-Experiential Learning*. Waterbury, VT: Vermont State College, Office of External Programs. [3 pages]

Westwood, Ralph. (September 1998) *Two Portfolio Examples: A Supplement to Portfolios and Learning Passports. A Discussion Paper*. Prepared for the Adult Skills Alberta PLAR Task Team.

Westwood, Ralph. (July 1998) *Portfolios and Learning Passports in Prior Learning Assessment and Recognition: A Discussion Paper*. Prepared for the Adult Skills Alberta PLAR Task Team. [74 pages]

Zakos, Paul. (March 1996) *The Role of Portfolio-Assisted PLA in the Development of Healthy Communities*. Deseronto, Ont.: First Nations Technical Institute. [17 pages]

Implementation of PLAR in Formal Education

2.6.2 Methods of Assessment: Challenge Process

Cantin, Solange. (1989) *Guidelines for Developing In-House Tests for College-Level Prior Learning Assessment.* Montreal: Fonds pour l'implantation de la reconnaissance des acquis au collégial (F.I.R.A.C). [104 pages]

Confederation College of Applied Arts and Technology. Extension Health Department. (1993) *PLA Challenge Exam and Exemption Criteria: Perinatal Nursing Certificate Program.* Thunder Bay, Ont.: Confederation College of Applied Arts and Technology, Community Education Programs Division, Extension Health Dept.

See abstract under 2.) Implementation of PLAR in Formal Education; B.) Post-secondary Education; 3.) Academic Programs and Professions; J.) Nursing.

Confederation College of Applied Arts and Technology. (1993) *PLA Clinical Skills Inventory Checklist: WR170 Introductory Perinatal Nursing: Clinical I.* Thunder Bay: Confederation College of Applied Arts and Technology, Community Education Programs Division, Extension Health Dept.

See abstract under 2.) Implementation of PLAR in Formal Education; B.) Post-secondary Education; 3.) Academic Programs and Professions; J.) Nursing.

Haden, Dan, and Sue Wells. (1994) *Evaluation Bias in Prior Learning Assessment Challenge Processes.* Scarborough, Ont.: Centennial College, Centre for Instructional Development.

16 pages. Sponsoring Agency: Ontario Council of Regents, Toronto. Document Type: research report. In 1993, the Centre for Instructional Development at Centennial College, Ontario, Canada received funding to investigate the effects of student diversity on prior learning assessment evaluation processes and to develop guidelines to respond to any effects demonstrated. A review of the literature identified six barriers to equitable evaluation: alienation; diminished self-confidence; slow reaction time; impaired vision and hearing; English language difficulty; and learning style. In addition, the literature suggested eight strategies to overcome the identified barriers: neutral language in evaluation instructions; scrutiny to assure bias-free test content; definition of clear

outcomes; flexible evaluation to accommodate learning and culture and the use of various means of score analysis; self-administered tests and the provision of evaluation options to students; regular formative evaluation; extending peer-tutoring and other group models to the evaluation process; and performance-based assessment evaluating skills in a natural setting. A survey was conducted at Centennial College to identify evaluation methods that students and faculty felt provided the most fair and equitable opportunity to illustrate students' knowledge and skills. The survey obtained responses from 1,542 continuing education students, 1,688 full-time students, and 156 faculty. The study revealed that some cultural groups had a wide range of experiences with evaluation formats while others had only limited exposure; female students and students under 25 were more experienced with all formats than male students and older students; students who spoke only English at home had more experience with all formats; and students completing their highest educational level 1 to 3 years prior to the survey experienced a broader range of testing than students completing their highest educational level more than 3 years prior to the survey. Based on the literature review and survey findings, faculty were urged to define learning outcomes; carefully consider the evaluation format; examine contents closely; link things to connect personal experience with the challenge process; and provide formative features. Descriptors: Age Differences; Cultural Differences; Evaluation Methods; Evaluation Research; Foreign Countries; Prior Learning; Student Characteristics; Technical Institutes; Test Bias; Test Format; Two Year Colleges. Identifiers: Centennial College of Applied Arts and Tech. ON.

Jacobs, Paul, and Kate Gulliver. (1988) "Using Examinations to Award Credit for Prior Learning." In *Assessing Learning: A CAEL Handbook for Faculty*. Eds. Susan Simosko, et al. Philadelphia, PA: Council for Adult and Experiential Learning, 51-70.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (November 1993) *Recommendations on Challenge Processes* [Report]. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

See abstract under 1.1.07 (PLAR Policy/Canada/Ontario).

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part One*. Toronto: Ontario Council of Regents.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning

Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part Two*. Toronto: Ontario Council of Regents.

Strain, John. (1989) "Policies in American External Study: Credit for Extra-Institutional Learning." *Distance Education* 10(2), 230-41.

See abstract under 2.4 (Implementation of PLAR in Formal Education/Distance Learning).

Travis, Thomas G. (October 1995) "Prior Experiential Learning Assessment: Loosening the Grip of the Course-Equivalency Model." In *Celebrating Excellence: Learning and Teaching in Adult Higher Education*. Proceedings of the 15th National Conference on Alternative and External Degree Programs for Adults. Columbus, Ohio, October 5-7.

Valentine, John. (1980) "Credit for Learning Assessed by Examination." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 29-36.

This chapter describes the system developed by the College Board during the past three decades through which more than 1,500 colleges award degree credit for prior learning on the basis of examinations in the College-Level Examination Program (CLEP) and the Advanced Placement Program.

SECTION 2

Implementation of PLAR in Formal Education

2.6.3 Methods of Assessment: General/Other

Alverno College. (1983) *Assessing Experiential Learning: The Learning Incident as an Assessment Technique*. Milwaukee: Alverno College, Office of Research and Evaluation, Department of Business and Management, Department of Professional Communication, Department of Psychology.

Boyatzis, Richard E., and David A. Kolb. (1991) "Assessing Individuality in Learning: The Learning Skills Profile." *Educational Psychology: An International Journal of Experimental Educational Psychology* 11(3-4), 279-95.

Document Type: journal article; review literature; project description. Target Audience: Researchers. Develops a typology of learning skills congruent with the learning style descriptions of experiential learning theory. Describes the Learning Skills Profile (LSP), an assessment instrument designed to assess learning skills. Suggests the LSP for providing personal and organizational feedback on skills. Suggests that the typology allows both idiographic and normative comparisons of individuals and situations. Descriptors: Cognitive Style; Educational Research; Experiential Learning; Feedback; Higher Education; Learning Strategies; Learning Theories; Measures (Individuals); Research Methodology; Skill Analysis; Thinking Skills Identifiers: Learning Skills Profile. ISSN: 0144-3410.

Gaerte, Dennis Eugene. (1996) *An Investigation of the Prior Learning Assessment Practices at Member Institutions of the Coalition for Christian Colleges and Universities (College Credit)*. Ph.D. dissertation, Purdue University.

Kasworm, Carol E., and Catherine A. Marienau. (1997) "Principles of Assessment of Adult Learning." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches) 75, 5-16.

The authors offer five principles of adult-oriented assessment based on commonly held premises of adult learning, and include examples of good practice in higher education and other sectors.

Knapp, Joan, and Sharon Amiel. (1985) *A Compendium of Assessment Techniques*. Chicago: Council for Adult and Experiential Learning. [50 pages]

Napier, Rob, and Mark Scott. (April 1995) "Methodologies for Recognition of Prior Learning in Agricultural Education." *Australian Journal of Adult and Community Education* 35(1), 33-42.

See abstract under 2.2.3.02 (Implementation of PLAR in Formal Education/Post-Secondary Education/Academic Programs and Professions/Agriculture).

Paczuska, A., and Randall, J. (1996) "Using Learning from Work for Progression to Higher Education: A Degree of Experience. *Journal of Vocational Education and Training: The Vocational Aspect of Education* 48(4), 385-92.

Document Type: project description; journal article. The Degree of Experience is a program for accrediting prior learning (APL) at a London university. Advantages for students lacking entry qualifications include admission criteria stated in terms of skills, knowledge, and ability (SKA) rather than credentials; accurate SKA profiles for diagnosing weaknesses; and integration of APL into admissions procedures. Descriptors: Admission Criteria; Credentials; Experiential Learning; Foreign Countries; Higher Education; Prior Learning; Student Recruitment. Identifiers: South Bank University (England).

Sansregret, Marthe. (June 1984) "Adults' Prior Learning: An Overview of Various Methods of Recognition." In *Canadian Association for the Study of Adult Education. Proceedings of the Annual Conference. 3rd, Guelph, Ontario, Canada, June 8-10*. Ed. Peter E. Bartram. Guelph, Ont: Canadian Association for the Study of Adult Education.

16 pages. Document Type: position paper; conference paper. Adults learn from many sources, such as volunteer work, community services, homemaking, jobs, and other activities, and they increasingly want this learning to be recognized so that they can reenter the job market, get a promotion, or return to college. Therefore, scientific methods have been developed to help adults document their experiential learning. Among the main ways to assess prior experiential learning, the portfolio seems to be the most flexible and the most accurate. Other methods include testing, either by individual teachers or by standardized tests, and interviews. One of the basic principles of recognition of prior learning is to award credit only where credit is due in direct relation to education and/or working objectives. Recognition of prior learning has been successfully implemented in the United States, and the U.S. is now in the final stage of the overall process, which is the standardization of evaluation criteria. One principle

must remain fixed: recognition must be given for learning outcomes in relation to goals by experts whose competence is evident using scientifically proven methods. (Examples of methods of recognizing prior learning in colleges in the U.S. are given in this paper.) Descriptors: Adult Learning; Adult Students; Certification; College Credits; College Programs; Credentials; Equivalency Tests; Evaluation Methods; Experiential Learning; Lifelong Learning; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Qualifications; Special Degree Programs; Standards.

Saunders, Danny. (March 1990) "The Assessment of Prior Experiential Learning." *Simulation/Games for Learning* 20(1), 76-85.

Document Type: journal article; evaluative report. Discussion of prior experiential learning of older students who are applying for higher education courses focuses on assessment techniques developed in the United Kingdom that use simulation and gaming activities. Issues associated with establishing assessment criteria are discussed, and implications for educational staff and students are considered. Descriptors (major): Adult Students; Criteria; Evaluation Methods; Experiential Learning; Foreign Countries; Games; Higher Education; Measures (Individuals); Prior Learning; Simulation; Student Role; Teacher Role.

Simosko, Susan. (1988) "Assessment Techniques." *Assessing Learning: A CAEL Handbook for Faculty*. Eds. Susan Simosko, et al. Philadelphia, PA: Council for Adult and Experiential Learning. 27-50.

Tate, Pamela J. (March 1983) "Measuring Learning from Life and Work Experience." *New Directions for Testing and Measurement* (Measurement, Technology, and Individuality in Education: Proceedings of the 1982 ETS Invitational Conference) 17, 55-67.

Document Type: journal article; project description. Assessment of experiential learning must be approached in a different way from assessment of learning acquired through the traditional information assimilation mode. New measurement techniques and program models need to be devised to save money and faculty time, while preserving individualization. Descriptors: Adults; Cost Effectiveness; Evaluation Needs; Experiential Learning; Measurement Techniques; Models; Self Evaluation (Individuals); Time on Task.

Implementation of PLAR in Formal Education

2.7 Surveys of PLAR Users

Budnick, Diane, and Shirley Beaver. (September/October 1984) "A Student Perspective on the Portfolio." *Nursing Outlook* 35(5), 268-69.

See abstract under 2.6.1.1 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Practice).

Computstat Consultants. (1994) *Survey Report on Evaluation Methods*. Prepared for the Centre for Instructional Development, Centennial College. Report produced by Computstat Consultants (PLA Pilot Project/Centennial College). Scarborough: Centennial College.

55 pages. Presents a survey of students participating in prior learning assessment programs at Centennial College. Demographic characteristics illustrate the diversity of the students: 32% were 30 or older; 32% had already graduated from a post-secondary program; 25% had received their highest level of education outside Canada; 14% did not speak English at home; 30% spoke English and another language at home; the largest non-British/Canadian culture group was "Caribbean origin"; the largest non-English language group was Chinese. Generally, students expressed a dislike for essay and interview methods of evaluation because they believed a lack of skills in English or lack of support for those with special needs would result in lower marks. PLA Pilot Project/Centennial College. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education; Data collection; TESTX. Part of the PLA Pilot Project: Responsive PLA Challenge Processes. Issued in a folder with: "The PLA challenge process: adventure tour" and "The PLA challenge process: recognizing student diversity".

Evans, N., and G. Dearden. (1995) *Curriculum Opportunity: AP(E)L in Higher Education: The Characteristics and Achievements of Some University Students*. 2nd ed. London: Learning From Experience Trust.

Some of the few reports of actual achievements of students making use of some form of PLAR. The reports indicate how complex the research can be, and the difficulties of obtaining specific information from the providing agencies about these students. "However, conversations on this issue do suggest that success rates are higher and

withdrawal rates lower for CATS and AP(E)L candidates that for students of conventional age. Perhaps this is only to be expected when one reflects on the motivations of those people who often have to make special arrangements, efforts, and sacrifices to return to learning" (p.19). ISBN: 1 870529 189.

Evans N., and G. Dearden. (1994) *Curriculum Opportunity in AP(E)L: The Characteristics and Achievements of Some University Students*. London: Learning from Experience Trust. [ISBN: 1 870529 170]

Freers, Shirley Marie. (1994) *An Evaluation of Adult Learners' Perceptions of a Community College's Assessment of Prior Learning Program*. Ph.D. dissertation, Pepperdine University.

Haden, Dan, and Sue Wells. (1994) *Evaluation Bias in Prior Learning Assessment Challenge Processes*. Scarborough, Ont.: Centennial College, Centre for Instructional Development.

See abstract under 2.6.2 (Implementation of PLAR in Formal Education/Methods of Assessment/Challenge Process).

Hodder, D.G. (1995) *Perceptions of Recognition of Prior Learning (RPL) Processes by Selected Applicants from Within Australian Federal Public Servants: A Pilot Study*. M.Ed. thesis, Queensland University of Technology, Australia.

Holtzclaw, Louis R. (April 1985) "Adult Learners' Preferred Learning Styles, Choice of Courses, and Subject Areas for Prior Experiential Learning Credit." *Lifelong Learning* 8(6), 23-27.

Document Type: journal article; research report. Reports results of a study of 30 graduates who received credit for learning from life experience. The study (1) gathered data about the experience of persons preparing, presenting, and receiving credit for learning from life experience and (2) assessed the relationship to the predominant or preferred learning styles of three other factors in these persons' degree programs. Descriptors: Adult Learning; Adult Students; Cognitive Style; Credits; Experiential Learning; Models; Prior Learning. Identifiers: General Studies Degree.

Holtzclaw, Louis R. (October 1984) "Self-Acquired Competency: Student Participants' Reaction to the Process of Crediting Learning from Life Experience." *Lifelong Learning* 8(2), 12-14.

Document Type: journal article; research report. A survey of students who completed portfolios of self-acquired competencies to earn credit for prior learning at Indiana University reveals the benefits derived from the process including self-esteem, ability for self-evaluation, and better focus for their degree programs. Descriptors: Academic Standards; Adult Students; College Credits; Competence; Experiential Learning; Higher Education; Independent Study; Portfolios (Background Materials); Prior Learning; Self Esteem.

Kent, Elene Pollow. (1996) *User Perceptions for Transforming Prior Learning Assessment: A Critical Review of Adult Learners' Insights.* Ph.D. dissertation, The Union Institute.

Kray, Eugene J. (1976) *The Non-Traditional Student Seeking Assessment of Experimental Learning -- Who and Why?* Ed.D. Practicum, Nova University.

84 pages. In order to identify characteristics and motivating factors of nontraditional students seeking to obtain college credit for practical experience obtained prior to college entrance, a questionnaire was distributed to 186 directors of experiential education programs in institutions participating in Cooperative Assessment of Experiential Learning (CAEL). Directors were asked to supply information on students in their programs during 1975. Responses were received from 82 institutions (44 percent). A similar questionnaire was distributed to 305 students who had applied to the Life/learning Experience Assessment Program (LEAP) at Delaware County Community College (Pennsylvania) during 1975. Seventy students responded (23 percent). This document compares the mean age, income, highest education level attained, number of years since last formal schooling, sex ratio, marital status, employment status, major curriculum area, and motivations of the LEAP students to the national sample. The majority of institutions in the national sample used a multiplicity of delivery systems following the assessment of experiential learning. The mean average credit award was 20 credits. Data are tabulated, a literature review is provided, and the survey instruments are appended. Descriptors: College Credits; Experiential Learning; National Norms; Post-secondary Education; Student Characteristics; Student Experience Community Colleges; Delivery Systems; Learning Experience; Literature Reviews; Nontraditional Students; Two-Year Colleges.

Schatz, Jack, and others. (December 1981) "Learners Assess the Prior Learning Assessment Process." *New Directions for Experiential Learning* (Financing and Implementing Prior Learning Assessment) 14, 71-93.

Experiences in prior learning programs are discussed by three adult learners. The College of New Rochelle's Life Experience Portfolio Program, Marylhurst Education Center's Prior Learning Program, and Ohio University's Prior Learning Program are summarized.

Descriptors (major): Adult Students; Evaluation Methods; Experiential Learning; Portfolios (Background Materials); Prior Learning (minor): Higher Education; Program Descriptions.

Sutherland, John, and John Hammill. (1994) "Accrediting Prior Learning, Part Two: Student Reflections on an APEL Exercise." *Education and Training* 36(6), 6-10.

Swift, John S., Jr. (March 1985) "The Economics of Recognizing Prior Learning in a Baccalaureate Degree Program for Adults." Paper presented at the Annual Meeting of the Association for the Study of Higher Education (Chicago, IL, March 15-17, 1985).

See abstract under 2.2.3.08 (Implementation of PLAR in Formal Education/Post-Secondary Education/Academic Programs and Professions/Liberal Arts).

White, Barbara. (Fall 1995) "Prior Learning Assessment: Outcomes and Characteristics." *Michigan Community College Journal: Research and Practice* 1(2), 51-57.

Document Type: research report; journal article. Describes the Ontario college system's Prior Learning Assessment program for adult learners, focusing on outcomes and characteristics of students completing the process at Seneca College from April 1994 to February 1995. Indicates that of 77 participants, 46 were female, the mean age was 31, and 81% passed the process successfully. Descriptors: Adult Students; Community Colleges; Foreign Countries; Outcomes of Education; Prior Learning; Student Characteristics; Student Evaluation; Success; Two Year Colleges. Identifiers: Seneca College (Ontario). ISSN: 1081-9428.

Implementation of PLAR in Formal Education

2.8 Assessor and Facilitator Training

Abbott, Lenice C. (June 1992) *Prior Learning Assessment: Faculty Evaluator Training and Development.* Master of Science Thesis, National-Louis University.

Central Michigan University. (February 1982) *The Evaluation of Experiential Learning: Guidelines for Evaluators Concerning Student Evaluation.* Mt. Pleasant, MI: Central Michigan University, Institute for Personal and Career Development. [17 pages]

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Course Outline and Facilitator's Manual.* Toronto: Pilot Project for the Ontario Ministry of Education and Training.

See abstract under 2.6.1.1 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Portfolio Courses).

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Resources Manual: Course Outlines, Teachers Guides, Student Guides.* Toronto: Pilot Project for the Ontario Ministry of Education and Training.

Central Region PLA Pilot Project Team, Ontario. (No date) *Principles, Methods, and Resources for Teaching and Facilitating the Portfolio Development Course. Resource Manual: Sample Portfolios.*

Central Region PLA Pilot Project Team, Ontario. (Fall 1993) *Portfolio-Assisted Assessment of Prior Learning: Principles, Methods, and Resources. Workshop Overview.* Toronto: Ontario Ministry of Education and Training.

Central Region PLA Pilot Project Team, Ontario. (October 1993) *So You Have Been Asked to*

Assess Prior Experiential Learning. A Practitioner's Manual for the Assessment of Prior Experiential Learning: Principles, Methods and Resources. Toronto: Ontario Ministry of Education and Training.

Cohen, R., and J. McKenzie. (1995) *Assessor Training for Recognition of Prior Learning.* Workshop prepared for the Australian Credit Agency.

Craig, R.A. (June 1990) "Selecting and Training Faculty Assessors." In *The National Institute on the Assessment of Experiential Learning: Proceedings of the 2nd Conference.* Princeton, New Jersey, June 4-7. Philadelphia, PA: Council for Adult and Experiential Learning.

Davies, J. (1993) "The Comparative Cost of Assessor Training." *NVQ/SVQ Focus* 1(3), 24-25.

First Nations Technical Institute. (December 1995) *The Assessment Process: Achieving Fair and Credible Assessment of Learners' Work.* PLA Resource Manual. Facilitator of Adult Education Program, Workshop on Assessor Training, Loyalist College, Belleville, Ont.

Hall, William, and John Saunders. (1993) *Getting to Grips with Assessment.* Leabrook, Austral.: National Centre for Vocational Education Research.

51 pages. Document Type: teaching guide. This booklet has been written to help persons interested in assessment of education and training programs in general and competency-based vocational education programs in particular. The following topics are covered in the individual sections: the meaning of the term "assessment"; the importance of assessment; curriculum models; percentages and comparison; sites where assessment should be conducted; assessment methods; appropriate persons for conducting assessments; valid, reliable, and economical assessment; bias in assessment; steps involved in planning assessment; recognition of prior learning; and problems and pitfalls of assessment results. The final section is an annotated bibliography of 23 publications concerning assessment in competency-based vocational education programs. Descriptors: Annotated Bibliographies; Competency Based Education; Criterion Referenced Tests; Evaluation Methods; Foreign Countries; Models; Prior Learning; Program Development; Self Evaluation (Individuals); Student Evaluation; Test Bias; Testing; Testing Programs; Test Reliability; Test Use; Test Validity; Vocational Education. ISBN: 0-86397-325-4.

Harvey, L.S., and R.A. Craig. (July 1989) "Selecting and Training Faculty Assessors." In *The National Institute on the Assessment of Experiential Learning: Proceedings of the 1st*

Conference. National Institute on the Assessment of Experiential Learning. Thomas A. Edison State Coll., Trenton, New Jersey, July 16-20. Philadelphia, PA: Council for Adult and Experiential Learning.

Hengesbach, Ted. (July 1979) *Guidelines for IUSB Faculty Regarding Evaluation of Prior Learning Portfolios. Draft*. South Bend: Indiana University.

8 pages. Document Type: non-classroom material. Target Audience: Practitioners. Evaluation of prior learning for college credit towards a general studies degree is discussed in this handbook for faculty evaluators. It is suggested that the major responsibility of the evaluator is to determine if prior learning is college level and how many credits should be awarded. Credit toward the general studies degree is awarded only for baccalaureate-level learning and not for strictly vocational learning. The awarding of general credit under this program often designates that the learning is college level but does not fit traditional courses. Methods used by Adelphi College to determine the number of credits to be awarded are presented as guidelines for evaluators. General credit can be awarded for either lower or upper division. A description of vocations, lower division baccalaureate/associate degree, upper division baccalaureate, and graduate level work is included. The evaluator is free to use any means appropriate to determine if the prior knowledge is the proper quality and at a certain level of achievement. The process requires that faculty include a brief description of the evaluation procedures and criteria used. A series of sample guidelines for computing transfer credits, and copies of an evaluation form and a faculty utilization request are also included. Descriptors: College Credits; College Faculty; Equivalency Tests; Evaluation Criteria; Evaluation Methods; Evaluators; Experiential Learning; External Degree Programs; General Education; Higher Education; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Special Degree Programs. Identifiers: Indiana University South Bend.

Keeton, Morris T. (Summer 1980) "Improving Accreditor's Evaluation of Experiential Learning Programs." *Journal of Cooperative Education* 16(3), 16-23.

Principles of good practice in assessing experiential learning include better self-evaluation of the learning outcomes of experiential components, systematic program auditing, and training of external evaluators. Descriptors: Accreditation Institutions; Cooperative Education; Experiential Learning; Program Evaluation; Self-Evaluation-Groups; Behavioural-Objectives; Educational-Assessment; Higher-Education.

Kimeldorf, Martin. (1994) *A Teacher's Guide to Creating Portfolios: For Success in School,*

Work, and Life. Minneapolis, MN: Free Spirit Publishing.

64 pages. This is a classroom companion to *Creating Portfolios: For Success in School, Work, and Life*. It includes: additional background on and insight into the student exercises, a discussion of assessment issues, tips for adapting portfolios for special needs learners, a reproducible enrichment activity, a section on employability portfolios, and ideas for engaging community members in the portfolio review process.

Loyalist College and First Nations Technical Institute. (February 1994) *Portfolio-Assisted Assessment of Prior Learning: Principles, Methods, and Resources. Orientation Manual for Assessors.*

This manual was developed during 1992-93 as a pilot project funded by the Ministry of Education and Training as part of the province-wide PLA implementation strategy.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part One*. Toronto: Ontario Council of Regents.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October 1993) *A Manual for Trainers of Prior Learning Assessors: Using the Portfolio Method and Challenge Processes: Part Two*. Toronto: Ontario Council of Regents.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory and Coordinating Group. (October/November 1993) *Training for Assessors of Prior Learning: Samples of Academic and Administrative Resources for Implementation of Prior Learning Assessment*. Toronto: Council of Regents.

Ontario Council of Regents for Colleges of Applied Arts and Technology. PLA Secretariat. (1995) *A Prior Learning Assessment Training Manual: Preparing for the Task in Ontario*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology, Ministry of Education and Training.

Handbook, 196 pages. This training manual examines important basic knowledge, skills and resources necessary for promoting good practices in prior learning assessment (PLA). College personnel and community trainers involved in the delivery of PLA assessment

services or programs should find it most valuable. It is particularly designed to provide a resource to the PLA trainer who will undertake the training of others interested in providing PLA services. Training sessions include: local and central policies; extension of the principles of adult learning to PLA; learning contracts and independent study; ethical issues; overcoming barriers to access; the role of active listening; promoting the concept of PLA; conducting an orientation session; cultural diversity; and giving feedback to the PLA candidate. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Data collection; Adult students; Evaluation.

Open Learning Agency. (1997) *PLA Training Modules*. Burnaby, B.C.: Open Learning Agency.

See abstract under 2.6.3 (Implementation of PLAR in Formal Education/Methods of Assessment/General–Other).

Open University. (1992) *Accrediting Prior Learning: A Training Pack for Advisors and Assessors P528*. Milton Keynes, U.K.: Open University.

Sansregret, Marthe. (1985) *Recognition of Prior Learning. The Portfolio. Andragogical Counselor's Guide*. Quebec City: Quebec Dept. of Education.

174 pages. English translation funded by the Federation des Cegeps du Quebec and the Quebec Ministere de l'Enseignement Superieur, de la Science et de la Technologie. Document Type: non-classroom material. Target Audience: Counselors; Practitioners. This guide is designed to help the counselor work with adult students who cannot attend the 45-hour course on portfolio development and must prepare a portfolio within a program of independent studies. Chapter I gives an overview of the place that andragogical counselors occupy within the academic structure, their educational background, and some basic rules regarding their role. Chapter II corresponds to chapter II of the student's guide. It gives the counselor an overview of all the steps required in the preparation of the portfolio. Examples from the student's guide are followed by notes to the counselor and a list of objectives that the students should have reached. Chapter III is a practical example of the principles described in chapter II. Two example portfolios are provided. Descriptors: Adult Education; Adult Students; College Credits; Experiential Learning; Goal Orientation; Independent Study; Material Development; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Work Experience. Report No: ISBN-2-551-06552-6.

Lizotte, Louis, and Joanna Taylor. (March 1995) *Prior Learning Assessment Workshop* (Training Manual). Community College of Nova Scotia, March 20-22.

Vermont State College. (No date) *Guidelines to be Used in Assessing Portfolios and in Awarding College Credit for Prior-Experiential Learning*. Waterbury, VT: Vermont State College, Office of External Programs. [3 pages]

Vermont State College, Office of External Programs. (1990) *Instructor's Manual to Aid in the Instruction of Educational Assessment and Portfolio Preparation*. Waterbury, VT: Vermont State College.

Sections include: History and overview of assessment; course outline and syllabus; policies and procedures; parts of the portfolio; forms used in assessment; exercises for assessment; resources for assessment instructors; sample portfolio.

Wells, Suzanne. (1994) *The PLA Challenge Process: Recognizing Student Diversity: Just the Facts*, and *The PLA Challenge Process Adventure Tour* [Software]. Scarborough: Centennial College. [2 3.5" Windows diskettes with manual.

25 pages. This Windows-based computerized tutorial presents information about prior learning assessment using an analogy to an adventure tour. It is presented as a light approach for faculty to learn about the diverse backgrounds of students who have acquired learning through personal or professional experiences. The diversity itself offers a challenge to the evaluator. The tutorial presents concepts for consideration when assessing skills and abilities. Descriptors: Adults; Colleges of applied arts and technology; Educational experience; Access to education; Data collection; Computer software. Part of the PLA Pilot Project: Responsive PLA Challenge Processes. Issued in a folder with: "Recognizing student diversity: just the facts" and "Survey report on evaluation methods".

Willingham, W. (1977) *Principles of Good Practice in Assessing Experiential Learning*. Princeton, NJ: Cooperative Assessment of Prior Learning.

Wong, Angelina T. (1996) *Prior Learning Assessment: A Guide for University Faculty and Administrators*. Saskatoon: University of Saskatchewan, University Extension Press.

Descriptors: Experiential learning; Advanced standing; Credits; Prior learning; Apprentissage par l'experience; Equivalence; Connaissances acquises.

Zakos, Paul. (1993) *Adult Learning: Principles and Practices. A Resource Manual*. Deseronto,

Ont.: First Nations Technical Institute.

A collection of Prior Learning Assessment-related publications and resource tools.

SECTION 2

Implementation of PLAR in Formal Education

2.9 Financing, Promotion, and Marketing

Craig, R.A., and S. Simosko. (July 1989) "Marketing Prior Learning Assessment to Faculty, Administrators, and Potential Students." In *The National Institute on the Assessment of Experiential Learning: Proceedings of the 1st Conference*. National Institute on the Assessment of Experiential Learning. Thomas A. Edison State Coll., Trenton, New Jersey, July 16-20. Philadelphia, PA: Council for Adult and Experiential Learning.

Heeger, Gerald A. (March 1983) "Marketing Prior Learning Assessment Programs." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, pp.7-26.

Document Type: journal article; evaluative report. Experiential learning programs must be marketed effectively if they are to succeed. The formulation of market strategy is discussed including: strategic planning; identification of a market target; and development of a market mix. A commitment to marketing academic programs is seen as a commitment to self-assessment. Descriptors: Adult Students; Credits; Evaluation Methods; Experiential Learning; Higher Education; Life Cycle Costing; Lifelong Learning; Marketing; Prior Learning; Program Development; Program Evaluation. Identifiers: Assessment; Product Market Analysis Model; Strategic Planning; Target Populations.

Kelley, R. Lynn, and others. (September 1976) *Analyzing Costs in the Assessment of Prior Learning. CAEL Institutional Report. Webster College*. Princeton, NJ: Cooperative Assessment of Experiential Learning Project.

31 pages. Document Type: research report. A cost/benefit analysis of the assessment of experiential learning was performed at Webster College, Missouri. An undergraduate and a master's degree program were studied; the costs of evaluating experiential learning were compared to the costs of traditional college programs. Total costs for experiential learning assessment were found to be significantly less than the costs for conventional classroom instruction. Furthermore, unit costs decreased as the volume of assessment increased. It was also concluded that the evaluation of the relative benefits of assessment programs should be made within the context of long-range institutional goals. This model will probably be most useful to private colleges that are faced with changing

clientele and that have the capacity to attract older students. Descriptors: College Students; Cost Effectiveness; Evaluators; Experiential Learning; Higher Education; Learning Experience; Operating Expenses; Prior Learning; Private Colleges; Program Costs; Program Evaluation; Special Degree Programs; Student Evaluation; Unit Costs. Identifiers: Webster College MO.

Knapp, Joan, ed. (December 1981) *New Directions for Experiential Learning* (Financing and Implementing Prior Learning Assessment) 14.

149 pages. From the Jossey-Bass Higher Education Series. ISBN: 0875898297 (paperback). ISSN:0271-0595.

Kray, Eugene J., and Lorraine D. Hultgren. (1976) *Implementing and Financing Portfolio Assessment in a Public Institution: CAEL Institutional Report. Delaware County Community College*. Columbia, MD: Cooperative Assessment of Experiential Learning Project.

44 pages. The formation, organization, philosophy, and structure of Delaware County Community College's program for assessing prior experiential learning are described. The financial model requires the student, the state, and the local sponsor to share in the cost of this evaluation, in the same proportion as they do for traditional college programs. Faculty are compensated for their time on a contact hour basis, according to the number of credits sought by the students, rather than the number of credits awarded. The cost of assessment is shown to be approximately one-fourth the cost of traditional course work, per credit hour. This model should be of general interest to both two-year and four-year public colleges. Descriptors: Costs; Educational Finance; Experiential Learning; Informal Assessment; Learning Experience; Portfolios-Background Materials; Program Development. College Credits; College Faculty; College Students; Community Colleges; Competency-Based Education; Cost Effectiveness; Educational Objectives; Evaluation Methods; Evaluators; Higher Education; Special Degree Programs; Student Evaluation; Technical Education; Tuition; Vocational Education; Work Experience.

MacTaggart, R. Terrence, ed. (March 1983) *New Directions for Experiential Learning* (Cost-effective Assessment of Prior Learning) 19. [121 pages; ISSN: 0271-0595; ISBN: 0875899471 (pbk.)]

MacTaggart, Terrence. (March 1983) "A Primer on the Financial Management of Experiential Learning Assessment Programs." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, 71-87.

The success and failure of experiential learning assessment programs rests not only on their academic quality, but also on their financial management. Types of cost and the meaning of cost-effectiveness are discussed. Break-even analysis, cost-reduction activities, and revenue enhancement techniques are described. Descriptors (major): Cost Effectiveness; Experiential Learning; Money Management; Program Administration; (minor): Costs; Educational Quality; Evaluation Methods; Higher Education; Models.

Mark, Michael, and Patricia Dewees. (September 1984) "Recruitment, Retention and Alumni Development of Adult Learners through Assessment of Prior Learning." *Lifelong Learning* 8(1), 18-20.

Document Type: project description. Ohio University's Experiential Learning Program includes a portfolio development course to assess prior non-sponsored learning. The program is used as a recruitment and retention device and has attracted former adult students who had not been able to complete their degree programs. Descriptors (major): Adult Students; Experiential Learning; Portfolios (Background Materials); Prior Learning; Reentry Students; (minor): Academic Persistence; Alumni; Higher Education; Student Recruitment. Subjects covered: Student recruiting/ Colleges and universities; College students/ Age; Credits and credit systems/ Colleges and universities; Learning, Psychology of/ Experiential learning.

Markovich, Greg, and Joan S. Malling. (March 1983) "The Role of Information Systems in Managing Experiential Learning Assessment Programs." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, 59-70.

The implementation of a management and decision information system at Marylhurst College for Lifelong Learning and its potential for similar programs is discussed. The system has three areas of decision making: learners, divisions, and program management. The functions of marketing, student information, and cost analysis are being developed. Descriptors (major): Decision Making; Experiential Learning; Management Information Systems; Program Administration (minor): Cost Effectiveness; Higher Education; Information Needs; Lifelong Learning; Models; Program Descriptions.

Sheckley, Barry, and Janet Warnert. (March 1983) "Budgeting for Experiential Learning Assessment Programs." *New Directions for Experiential Learning* (Cost Effective Assessment of Prior Learning) 19, 89-97.

The program budget is seen as usually measuring the cost of resources used in a program, but it is suggested that it should be extended to measure and evaluate program quality. Types of budgets, building a budget, politics of budgeting, and budgeting for quality are

discussed. Descriptors (major): Budgets; Experiential Learning; Program Administration; Program Budgeting (minor): Program Development.

Swift, John S., Jr. (Fall 1985) "Increase Institutional Income by Granting College Credit for Life Experiences: A Case Study." *Journal of Education Finance* 11(2), 205-18.

Document Type: journal article; research report; non-classroom material. Target Audience: Administrators; Policymakers; Practitioners. Following a literature review, this article analyzes the financial impact of credits for experiential learning on a major Midwestern university. Both students and the institution appear to have benefited economically. Questions are raised concerning who should benefit from publicly supported education--students, society, or all three. Descriptors: Adult Programs; College Credits; Cost Effectiveness; Educational Finance; Experiential Learning; Higher Education; Informal Assessment; Nontraditional Students; Prior Learning; Special Degree Programs.

Swift, John S., Jr. (March 1985) "The Economics of Recognizing Prior Learning in a Baccalaureate Degree Program for Adults." Paper presented at the Annual Meeting of the Association for the Study of Higher Education, Chicago, IL, March 15-17.

See abstract under 2.) Implementation of PLAR in Formal Education; B.) Post-secondary Education; 3.) Academic and Professional Programs; H.) Liberal Arts.

Valley, John R. (1980) "Prior Learning Credit Programs: Financial Impact on the College." *New Directions for Experiential Learning* (Developing New Adult Clienteles by Recognizing Prior Learning) 7, 65-70.

This chapter advises the individual college of the three main types of variables it should take into account in analyzing all the economic effects of programs for awarding credit for students in recognition of their prior learning.

SECTION 3

PLAR and Work

Adams, A., M. Brewer, I. Marshall, G. Tolley, and T. Whelan. (1995) *And It Must Count: Work Based Learning for Academic Credit in Higher Education*. Chelmsford, UK: Learning From Experience Trust.

Allemang, Elizabeth, et al. (June 1993) *Transitional Council of the College of Midwives: Registration Project Report*. Toronto: College of Midwives of Ontario.

Outlines the College's PLA procedures.

Banks, Sarah. (October 1993) "Accrediting Prior Learning for a Professional Qualification: Lessons from Community Work." *Adults Learning* (England) 5(2), 39-41.

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom).

Benett, Yves. (August 1989) "The Assessment of Supervised Work Experience (SWE) -- A Theoretical Perspective." *Vocational Aspect of Education* 41(109), 53-64.

Document Type: journal article; review literature. Two questions concerning assessment of supervised work experience (or sandwich courses in Britain) are: What should be assessed? and How should it be assessed? The first question involves issues of defining practical experience, measuring experiential learning and competence, and considering the relationship of theory and practice. Evaluation issues include validity and reliability and the place of self-assessment. Descriptors: Competency Based Education; Cooperative Education; Evaluation Methods; Experiential Learning; Foreign Countries; Post-secondary Education; Student Educational Objectives; Student Evaluation; Supervision; Theory Practice Relationship; Work Experience Programs. Identifiers: Great Britain; Sandwich Courses.

Bishop, Robin. (May 1992) "Towards a Skilled Australia: National Standards To Provide Aussie Joe and Aussie Joanna with Flexible, Transferable Skills." Paper presented at the International Meeting of the Modular Training Systems Conference, Washington, DC, May 11-12.

See abstract under 1.4 (PLAR Policy/Australia).

Bragg, Eileen, for College of the North Atlantic. (December 1997) *Identifying Acceptable Prior Learning Assessment and Recognition Policy Models for the National Technology Career Credit Bank.* Alberta Society of Engineering Technologists (ASET) and Canadian Technology Human Resources Board (CTHRB).

70 pages. The CTHRB is working across Canada in developing a career advancement project to encourage engineering technicians and technologists to track and document their learning credits. The documentation of this learning will depend upon the cooperation of educational institutions. This paper provides background information to institutions in their efforts of assessing and implementing PLAR initiatives. The purpose of this paper is to provide historical and theoretical underpinnings of PLAR and their implications for institutions, report on the current use of PLAR both nationally and internationally, and identify current policies and issues involved in establishing and implementing PLAR programs. Definitions of PLAR are explored, then selected theories of prior learning and assessment methodologies are identified, and methods used in assessing prior learning are presented and explained. PLAR activity in the U.S., Australia, New Zealand, U.K. and Canada are summarized. Finally, benefits and issues involved in establishing and implementing PLAR programs are discussed.

Brodie, Ian, Fiona Reeve, and Ruth Whittaker. (December 1995) "Delivering the DEAL: Implementation of a Work-Based Learning Programme at Degree Level." *Vocational Aspect of Education* 47(4), 365-385.

Burke, Roberta, and Joy Van Kleef. (Winter 1997) "Prior Learning Assessment in Canada: A Credit to Workforce Development." *Career Planning and Adult Development Journal* 12(4), 23-28.

See abstract under 2.6.3 (Implementation of PLAR in Formal Education/Methods of Assessment/General–Other).

Burn, Doug. (November 17, 1997) "Recognizing Past Achievements: Prior Learning Assessment Can Help Create Life-long Learners." *Learning for the Workplace*, L12-L14.

Butler, Linda. (December 1992) "Unpaid Work: Taking the Credit." *Adults Learning* 4(4): 103.

Short piece on the assessment and accreditation of unpaid work in the home, community

and voluntary sector. Descriptors: Competence; Accreditation (Courses); National Vocational Qualifications; Prior Learning; Home Environment.

Carmichael, James. (1992) *Accreditation of In-House Training: Courses and Accreditation of Prior Experiential Learning -- An Employer Perspective*. University of Stirling, Glasgow Polytechnic, and Scottish Higher Education and Employers Collaboration.

Centre for Curriculum, Transfer, and Technology. (December 1997) *Report of the Working Committee on Public-Private Articulation Agreements*. Victoria, B.C.: CCTT.

Cherry, Lynda. (Hiver 1995/96) "La Formation professionnelle: a l'avant-garde de l'evaluation des connaissances acquises." *Canadian Vocational Journal* 31(2), 16-17.

Descriptors: Vocational education; Adult education; Prior learning; Enseignement professionnel; Education des adultes; Connaissances acquises.

Cherry, Lynda. (Winter 1995/96) "Vocational Education: At the Forefront of PLA [Prior learning assessment]." *Canadian Vocational Journal* 31(2), 14-15.

Descriptors: Vocational education; Adult education; Prior learning; Enseignement professionnel; Education des adultes; Connaissances acquises.

Chiko, Carl H., and Stephen E. Marks. (July 1979) "Career Education and Experiential Learning." *Canadian Counsellor* 13(4), 191-96.

Identifies some career education assumptions, describes the characteristics of experiential learning, and illustrates how experiential learning is suited to address the career education assumptions. Descriptors (major): Career Education; Career Planning; Experiential Learning; Vocational Education (minor): Counselors; Educational Attitudes; Foreign Countries; Simulation.

Clulow, V. (1994) "Industry Training Reform - Issues and Interfaces. *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers*. Eds. P. Quinn and D. Harman. Broadmeadows, Austral.: Broadmeadows College of TAFE. Recognition and Assessment Centre.

15 pages. This paper looks at industry training reform - the issues and interfaces. It

examines, in particular, the route, via RPL (recognition of prior learning) from the retail industry to higher education. It examines the Training Reform Agenda, initiatives in the retail industry, RPL and the National Qualifications Framework, and higher education and linkages.

College of Midwives of Ontario. (1997/98) *Prior Learning and Experience Assessment: Orientation Booklet*. Toronto: College of Midwives of Ontario, PLEA Department. [115 pages]

College of Nurses of Ontario. (May 1996) "Implementing a Competency-Based Assessment Process Utilizing PLA Principles Within a Regulatory Setting: A Process to Assess Nurse Practitioners for Registration." Presentation at First Nations Technical Institute's 7th Annual PLA Conference.

Crouch, Tom (No date). The Prior Learning Assessment Network (PLAN) Community-Based Portfolio Development in London [Online]. Available http://www.tyendinaga.net/thehub/oct98/newslondon.htm [February 02, 1999].

The initial idea of this one-year pilot project was to provide training in portfolio development to community-based training organizations and to promote a common understanding and acceptance of portfolio development and its benefits. The portfolios would be used to assist individuals with the development of self-directed career and learning plans which might assist with entry into the work force and provide better access to the college for a broader range of learners. Other goals were to encourage the development of some kind of agreed-upon portfolio format for community-based trainers and to encourage inter-agency cooperation.

Day, M. (1998). "Occupational Standards and Professional Development." *Nursing Standard* 12(21), 39-41.

Day, M. (1996). "Using Occupational Standards as a Complement to the Continuing Development of Health Care Professionals." *Association of Social Care Training* 28, 14-15.

Day, Malcolm. (1993) "NVQ Assessment for Care Assistants." *Nursing Standard* 7(29), 35-38.

Dev, Chekitan S. (August 1990) "Measuring the Value of Experiential Learning." *Cornell Hotel and Restaurant Administration Quarterly* 31(2), 105-107.

Durham College of Applied Arts and Technology. (1994) *Trades to Technology: Transition from Skilled Trades to Engineering Technology: Orientation, Application and Assessment Handbook*. Oshawa: Durham College.

See abstract under Section 2.2.2 (Implementation of PLAR in Formal Education/Post-Secondary Education/Community Colleges).

Edwards, C., and O. Keeley. (1997). Competency-Based Learning for the Surgical Assistant. *Nursing Standard* 12(20), 44-47.

Employment and Skills Formation Council. (1990) *The Recognition of Vocational Training and Learning*. Canberra: Australian Government Publishing Service. [97 pages]

Employment and Training Administration (DOL). Bureau of Apprenticeship and Training. (1982) *National Apprenticeship and Training Standards for Drafters. Revised*. Washington, DC: Employment and Training Administration (DOL), Bureau of Apprenticeship and Training.

27 pages. Document Type: classroom material; legal material. The revised standards were developed and recommended by the International Federation of Professional and Technical Engineers, AFL-CIO, in cooperation with the Bureau of Apprenticeship and Training, U.S. Department of Labour. These revised national standards are designed to assist local unions in establishing local apprenticeship and training programs for drafters. Covered in the individual sections are the following topics: provisions of the apprenticeship standards for drafters (definitions, qualifications for application, the selection of applicants, credit for previous experience and education, the terms of apprenticeship, apprenticeship agreements, supervision, probationary periods, hours of work, salaries, examinations, related instruction, ratios of apprentices to journeymen, work experience, management and labour relations, and equal opportunity); supervision of the program (local joint apprenticeship and training committees, responsibilities of apprentices, committee consultants, recognition of completion of apprenticeship, filing with registration agencies, safety and health, and modification of standards); and federal laws and regulations affecting the employment of apprentices. The appendixes contain schedules of recommended work processes and related technical instruction for manufacturing, marine, and architectural drafters. Descriptors: Apprenticeships; Architectural Drafting; Credits; Definitions; Drafting; Employment Practices;

Engineering Drawing; Federal Legislation; Federal Regulation; Guidelines; Job Training; Labour Legislation; Labour Standards; Manufacturing Industry; Marine Technicians; Post-secondary Education; Prior Learning; Program Content; Program Development; Program Implementation; Safety; Standards; Work Experience Identifiers: National Standards.

Fennell, E. (1993) "Analysing the Business Case for NVQs." *Competence and Assessment* 18, 26-27.

Further Education Unit. (January 1989) *Assessment, Accreditation and Certification. Two-Year Youth Training Schemes. An Evaluation of LEA Modular Programmes. No. 6.* London, Eng.: Further Education Unit.

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom).

Gereluk, W., D. Briton, and B. Spencer. (1998) "PLAR of Nonformal Nonvocational Education: Preliminary Report of Labour Education NALL Project." In *Proceedings of 17th Annual Conference of the Canadian Association for the Study of Adult Education*, University of Ottawa, Ontario.

This paper is a preliminary report on prior learning assessment and recognition (PLAR) of Canadian labour education.

Gonczi, A. (1994) "Competency Based Assessment in the Professions in Australia." *Assessment in Education* 1(1), 27-44.

This paper presents a brief analysis of the various ways in which the nature of competence has been conceptualized. The current state of the professions' involvement with the competency movement. Some issues in implementing the competency standards, especially those relating to assessment in the professions. Two case studies of the application of competency standards and the assessment flowing from them, regarding specialist accreditation in the legal profession and in medicine.

Government of Ontario. (1995) *Workshop for Health Professionals.* Proceedings, April 25, 1995, Queen's Park, Toronto. Toronto: Ministry of Citizenship, Culture and Recreation, Access to Professions and Trades Unit; Ministry of Health; College of Nurses of Ontario.

97 pages. This resource guide includes the full presentations made by the speakers, as

well as summaries of discussions held during small group workshops. The workshop was held as part of the commitment of the Access to Professions and Trades Unit to improving access to foreign-trained professional and tradespeople. Workshop topics included: registration processes for nurses and midwives in Ontario; understanding more about prior learning assessment; vocation-specific language training; and working with community resources. Descriptors: Educational experience; Access to education; Adult students; Nursing education; Medical education. "Questionnaire for the health professions" laid in. This workshop was organized by the Ministry of Citizenship, Culture and Recreation in collaboration with the Ministry of Health, College of Nurses of Ontario, College of Midwives of Ontario, Ontario Advisory Council on Multiculturalism and Citizenship, Community Working Group on Access to Professions and Trades, and Access Action Council. Descriptors: Nursing education; International students; Medical education; Health education; Enseignement des sciences infirmieres; Etudiant etranger; Enseignement de la medecine; Education a la sante. Identifiers: Post-secondary level; Niveau postsecondaire.

Government of the United Kingdom. Employment Department. (1990) *Accreditation of Prior Learning: A Training Agency Perspective*. London: Employment Department.

Hall, Liz. (November 7, 1995) "The Drive for Learning." *Personnel Today*, 39-40.

Car manufacturer Ford is leading the way in forging closer links between academic and vocational training with a scheme that offers its engineers the chance to gain a work-based degree. Descriptors: Work Education Relationship; Modular Courses; External Degree Programmes; Staff Development; Work Environment; Experiential Learning. Identifiers: Accreditation of Prior Learning.

Hammett, Hugh B. (May 1987) "Partnerships in Assessing Prior Learning: A Model College Union Program." In Kathleen McGuinness, Comp. *Non-Traditional and Interdisciplinary Programs: Selected Papers from the Annual Conference of Non-Traditional and Interdisciplinary Programs*, 5th, Virginia Beach, Virginia, May 4-6.

Hughes, Chris, and others. (1994) "Credentialling Competency Based Education and Training: A Review of the Literature." *Studies in Continuing Education* 16(1), 52-71.

Document Type: review literature; journal article. This literature review examines seven issues: describing minimum requirements for qualifications, distinguishing qualification levels, recognizing prior learning, using short courses, recording competency-based assessment results, keeping records of individual achievement, and deciding whether to

record exact competencies. Recent movements to abandon general criteria for qualification levels in the United Kingdom and Australia are discussed. Descriptors: Competency Based Education; Credentials; Employment Qualifications; Foreign Countries; Minimum Competencies; Prior Learning; Recordkeeping; Training. Identifiers: Australia; United Kingdom. ISSN: 0158-037X.

Idaho State Division of Vocational Education. (June 1996) *Work-Based Learning: A Manual.* Boise: Idaho State Div. of Vocational Education.

106 pages. Document Type: non-classroom material. Target Audience: Practitioners; Community. This manual is a guide to local partnership councils as they plan and design work-based learning experiences for credit. Chapter 1 provides an overview of work-based learning as part of vocational education. Chapter 2 describes a variety of work-based learning experiences, including established secondary vocational program work-based learning components and a new program called individualized occupational training. Each description includes a list of distinguishing characteristics. Chapter 3 describes work-based learning experience at the technical college level, including off-campus examples -- apprenticeships, clinical experiences, cooperative education, and internships/practicums/field experiences -- and an on-campus variation, campus-based enterprises. Chapter 4 discusses work-based learning as a component of an educational program. Chapter 5 describes how to design an effective work-based learning activity using these criteria: assessment, staffing, identifying work sites, equal access, and budgeting. Chapter 6 identifies activities involved in the implementation and management of work-based learning, including community relations, job/work site visit, work site mentor orientation, training agreements and plans, student schedule, student work site interviews and orientations, issuing grades, and maintaining a work site training directory. Chapter 7 explains legal considerations of work-based learning. Appendixes include a list of 52 organizational, print, and software resources; definitions; and sample forms. Descriptors: Apprenticeships; Clinical Experience; Cooperative Education; Cooperative Programs; Educational Cooperation; Education Work Relationship; Experiential Learning; Field Experience Programs; Internship Programs; Post secondary Education; Practicums; Program Administration; Program Descriptions; Program Design; Program Development; Program Implementation; School Business Relationship; Secondary Education; Work Experience Programs.

Inman, Patricia L., and Sally Vernon. (Fall 1997) "Assessing Workplace Learning: New Trends and Possibilities." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches) 75, 75-85.

Current issues relating to workplace learning are explored and several innovative approaches are presented.

Isabelle, Robert. *Workforce Development: A Partnership Model for Industry, Labour, Education, and Governments.* [12 pages]

Jones, P. (1994) "Recognition of Prior Learning in the Electronics Industry: A Case Study." *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers.* Eds. P. Quinn and D. Harman. Broadmeadows, Austral: Broadmeadows College of TAFE. Recognition and Assessment Centre.

11 pages. The objectives of this case study was to ascertain if the current educational model for assessing the prior knowledge of individuals, with slight modifications, could be utilised by a company in a workplace environment. The overall company objective was to identify a process that could accurately determine skill levels of current and future employees, thus identifying job classifications and training needs.

Kenyon R., J. Saunders, and J. Gibb. (1996) *Improving RPL: A Training Provider's Perspective.* Leabrook, Austral.: National Centre for Vocational Education Research (NCVER).

109 pages. Document Type: Guides - General. Funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs (DEETYA). This book is for those people in the workplace who are designing a recognition of prior learning (RPL) process or who want to improve an existing RPL process. It looks at RPL practices around Australia and identifies the best aspects of the activities. The barriers which are preventing many people from using RPL opportunities are identified and ways to deal with those barriers are recommended. ISBN 087397414X.

Kenyon, R., J. Saunders, and J. Gibb. (1996) *Improving RPL: A Workplace Perspective.* Leabrook, Austral.: National Centre for Vocational Education Research (NCVER).

See abstract above. ISBN 0873974131.

Law, Ron. (March 1994) "APL: An Alternative Route to NVQs." *Training Officer* 30(2): 50-52.

Describes the EnTra (the Lead Body for the engineering manufacturing industry) APL (Accreditation of Prior Learning) process. Descriptors: Engineering Training Authority; National Vocational Qualifications; Qualifications; Accreditation (Institutions); Engineering Education. Identifiers: Accreditation of Prior Learning. Variant Names: EnTra See Engineering Training Authority.

Leach, James A., and others. (1982) *Literature Review with Annotated Bibliography. The Accreditation of Training Experiences: Implications for Employment Training Programs.* Grayslake, IL: Lake County Coll.

124 pages. Publication of Project R.E.A. Document Type: review literature; bibliography. This volume provides a cumulative review of the primary methods used or available for use in recording formal training experiences and an annotated bibliography of documents relating to the accreditation of training experiences. The literature review begins with a discussion of academic documentation, that is, the record of formal training experiences such as classroom training, work experience designed for academic credit, and the documentation of competence. It then covers non-academic documentation of formal training experiences in apprenticeship systems, the military, and private business and industry. An overview is then presented of the training records that are kept for individuals participating in Comprehensive Employment and Training Act (CETA) programs. In addition, sample CETA programs are described to illustrate various academic and non-academic methods of documenting training experience. A 77-item annotated bibliography is then presented which summarizes technical reports, textbooks, journal articles, congressional testimony, final reports, and conference presentations that relate to academic and non-academic accrediting and CETA system approaches. For each document, bibliographic information, a description of its content, and ratings assigned by a panel of educational experts are provided. Descriptors: Annotated Bibliographies; Apprenticeships; Certification; Educational Experience; Employment Experience; Employment Programs; Evaluation Methods; Experiential Learning; Literature Reviews; Military Training; On the Job Training; Prior Learning; Program Descriptions; Work Experience. Identifiers: Comprehensive Employment and Training Act. Sponsoring Agency: Illinois State Dept. of Commerce and Community Affairs, Springfield.

Learning, Education, and PLAR: A Workers' Perspective [videorecording]. (1998) Communication, Energy, and Paperworkers Union of Canada Local 200-O, Producer. Toronto: Ontario Institute for Studies in Education of the University of Toronto.

Learning From Experience Trust. (1995) *Work Based Learning for Academic Credit.* Chelmsford, UK: Learning From Experience Trust.

Lewis, Linda H., and Carol J. Williams. (Summer 1994) "Experiential Learning: Past and Present." *New Directions for Adult and Continuing Education* 62, 5-16.

Document Type: position paper; journal article. Current applications of experiential learning in higher education include field-based experiences, credit for prior learning, and classroom-based programs. In the workplace, action learning, future search, and outdoor

education are among the forms of experiential learning being used. Descriptors (major): Adult Education; Corporate Education; Experiential Learning; Higher Education; Learning Theories; Prior Learning.

Lilly, M. (1994) "The Relationship Between RPL and Workplace Assessment." *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers*. Eds., P. Quinn and D. Harman. Broadmeadows, Austral.: Broadmeadows College of TAFE. Recognition and Assessment Centre.

13 pages. This paper examines the relationship between workplace assessment and recognition of prior learning (RPL). RPL is a process that tends to be more closely linked with accredited curriculum/training. The great benefit of this to industry and enterprises is that this allows time reduction of accredited training programs that generally require workplace release, be they work or provider based.

Malak, Sharon, et al. (1979) *Assessing Experiential Learning in Career Education*. Columbus, OH: National Center for Research in Vocational Education. [124 pages]

Malizio, Andrew G., and others (November 1984) "Credentials in Employment: Learning in the Workplace." Paper presented at the National Adult Education Conference, Louisville, KY, November 6-10.

35 pages. Document Type: conference paper; research report; project description. This document consists of four papers that were read as a joint presentation on learning in the workplace and credentials in employment. Reported in the first paper, "Educational Credentials in Employment: A Nationwide Survey" by Andrew G. Malizio and Douglas R. Whitney, are the results of a survey in which 1,500 members of the American Society for Personnel Administration were asked to indicate their company's emphasis on educational credentials in its employment practices and to rate the importance of various skills and attitudes for employees in jobs requiring not more than a high school diploma or equivalency credential. The survey instrument is appended. The next report, by Sylvia W. Galloway, is a program description and analysis entitled "The Program on Noncollegiate-Sponsored Instruction of the American Council on Education." In the next report, "Implications for Registrars and Admissions Officers in Awarding Credit for Learning Acquired in the Workplace," Elbert W. Ockerman discusses various sources of extra-institutional learning, their built-in levels of quality assurance, and the development of institutional policies regarding their acceptance. The final paper, "Employer Requirements for Today's Work Force" by Dennis M. Benson, discusses both the increased need for more educated workers that has occurred because of rapid technological advancement and also the specialized training programs that employers

have had to develop to meet this need. Descriptors: Admissions Officers; Adult Education; College Credits; Credentials; Educational Attitudes; Educational Certificates; Educational Needs; Employer Attitudes; Employment Level; Employment Patterns; Experiential Learning; Influences; Lifelong Learning; National Surveys; Postsecondary Education; Prior Learning; Program Descriptions; Program Development; Questionnaires; Registrars (School); Student Certification Identifiers: American Council on Education; Impact Studies.

McHale, Carol, and Irene Selway. (1994) "Collaboration Between Higher Education and Professional Education and Training Systems: A View from the Change Agents." *Studies in Continuing Education* 16(1), 19-36.

See abstract under 2.2.3.10 (Implementation of PLAR in Formal Education/Post-secondary Education/Academic Programs and Professions/Nursing).

Mthwecu, Menzi Melrose. (1996) *The Role of Trade Unions in Adult Basic Education and Training: A Case Study of the National Union of Mineworkers in South Africa*. Ed.D. dissertation, University of Massachusetts.

National Board of Employment, Education, and Training. (1990) *The Recognition of Vocational Training and Learning: A Report Commissioned by the Employment and Skills Formation Council*. Canberra: Australian Government Publishing Service.

New Approaches to Lifelong Learning Labour Caucus. (1998) *A Labour Perspective on Prior Learning Assessment and Recognition*. Toronto: Centre for the Study of Education and Work, Ontario Institute for Studies in Education of the University of Toronto.

Prepared as a discussion document for the Training and Technology Committee of the Canadian Labour Congress. Sections include: Introduction; Principles; Purposes of PLAR; Issues of Implementation; Recommendations.

Osborne, Michael, et al. (1993) *Accreditation of In-House Training Courses and Accreditation of Prior Experiential Learning -- Some Case Studies*. Scottish Higher Education and Employers Collaboration. Stirling University and Glasgow Caledonian University Joint Research and Development Project.

This document is a review of the second phase of the Scottish Higher Education and Employers Collaboration (SHEEC) project, conducted by Glasgow Caledonian University

and Stirling University. Phase One involved a research project aimed at discovering the extent of the awareness of a sample of Scottish employers, of the use and significance of the relatively recent initiatives utilising the Accreditation of Prior Learning (APL), and whether or not they saw a role for these initiatives within their own establishments. In Phase Two, the exercise was taken a stage further: employers were offered the possibility of becoming involved in pilot schemes, which would seek to put into practice some of the techniques which had been developed.

Ottoson, Judith M. (Fall 1997) "Beyond Transfer of Training: Using Multiple Lenses to Assess Community Education Programs." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches) 75, 87-96.

The transfer of learning to the workplace continues to be an issue of concern to trainers and educators in all venues; in this chapter the author explains the benefits of using multiple lenses to assess training effectiveness.

Preston, Diane. (1993) "Accrediting Managers' Learning: The Way Forward for Executive Development?" *Executive Development* 6(5), 12-14.

Preston, Diane, and Alison Smith. (1993) "APL: The Relationship Between Rhetoric and Reality." *Management Education and Development* 24(4), 395-405.

APL (Accreditation of Prior Learning) promises a way of recognising managers for the learning they have acquired in their work but to what extent is APL actually being used? Descriptors: National Vocational Qualifications; Training and Enterprise Councils; Competence; Training; Qualifications. Identifiers: Accreditation of Prior Learning; East Midlands; Management Charter Initiative.

"Project Profile: Prior Learning Assessment -- Giving Credit for Learning Gained from Work and Life Experiences." *Prospects*, Fall 1994, 13-14.

Rankin, M. (1994) "Rural Water Corporation - A Case Study in RPL." *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers*. Eds. P. Quinn and D. Harman. Broadmeadows, Austral: Broadmeadows College of TAFE. Recognition and Assessment Centre.

12 pages. This paper describes a case study of an organisation - the Rural Water

Corporation - that undertook workplace changes that included the establishment of a competency based training program that involves extensive RPL (recognition of prior learning). It examines award restructuring, counselling, implementing RPL assessment, the benefits of RPL, and other issues. ISBN 0646224417.

Robertson, C. (1992) "Accreditation of Company Training Programmes." *Development of Credit Accumulation and Transfer in Scotland (SCOTCAT)*. Eds. H. Bines and D. Watson. Buckingham, Eng.: Society for Research in Higher Education/Open University.

Rutherford, P. (1994) "Competency Based Assessment." *RPL: The Currency of the Future: Policy, Practice and Directions: Conference Papers*. Eds. P. Quinn and D. Harman. Broadmeadows, Austral.: Broadmeadows College of TAFE. Recognition and Assessment Centre.

22 pages. The objective of this paper is to provide technical guidance in the use of competency based assessment in the workplace. It examines educational policy and competency based assessment, access to assessment, methods of assessment, stages of assessment, assessors and appeal processes.

St. Clair College of Applied Arts and Technology. (1995) *Prior Learning Assessment for Professional Certification: Access to the Certified General Accountants Association of Ontario for Non-Ontario Trained Accountants: Final Report and Guide*. Windsor, Ont.: St. Clair College of Applied Arts and Technology.

148 pages. St. Clair College presents a model whereby one group of professionals, non-Ontario trained accountants, can gain faster access to Canadian certification. This guide outlines how to develop a model for delivering a College Access Program, describes the negotiation process conducted by the College with the Certified General Accountants Association of Ontario, and details the resulting agreement with the CGA. Designed around a prior learning assessment format, the model allows the college to assess the individual's level of knowledge, grant college credit, and recommend an entry level into the CGA certification program through recognition of foreign academic credentials and transferable work experiences. Descriptors: Colleges of applied arts and technology; Educational experience; Access to education; Adult students; Accounting. An Access to Professions and Trades project, funded by the Ministry of Citizenship. In accompanying folder: Summary (1 p.); Exemption policy: St. Clair College, Windsor (2 p.); Application for a CGA exemption agreement.

Sansregret, Marthe. (October 1997) "Recognizing Our Own Potential: PLAR, Canadians and the

Global Economy." Paper presented at the National Forum on Prior Learning Assessment and Recognition, 2nd, Montreal, Quebec, October 6.

13 pages. Prior Learning Assessment and Recognition (PLAR) is a new field, but it has a long history, since children have always learned from adults and demonstrated their competence by observation of their work or by the quality of their products or services. Later, formal learning became more valuable and recognized school credentials paved the way to good jobs. Only when adults began returning to school in large numbers has the idea of recognizing learning outside the campus evolved. In Canada, for lack of procedures recognizing adult learning, academic institutions admitted adults as "mature students" who could provide proof of what they had learned. Today, procedures are being developed to test and document adult learning from a variety of sources. Portfolios are encouraged, but it is often wrongly assumed that adults must develop a portfolio for each field of study instead of an integrated one. It is also thought that many new tests must be developed, whereas the standard tests that traditional undergraduates take may suffice to allow adults to demonstrate mastery of a subject. Developing a PLAR program requires creating new partnerships among business, schools, and organizations in order to design and implement knowledge demonstrations. Descriptors: Adult Students; Credentials; Employment Qualifications; Experiential Learning; Portfolio Assessment; Prior Learning; Academic Achievement; Adults; College-Programs; Foreign Countries; Higher Education; Knowledge Level; Performance; Standards.

Sawchuk, Peter H. (1999) *Final Report of the "Building Learning Capacities in the Community and Workplace" Project: Ontario Industrial Workers Site*. Toronto: Advocates for Community Training and Education for Women/New Approaches to Lifelong Learning Research Network.

Sawchuk, Peter H. (1998) "'This Would Scare the Hell Out of Me if I Were an HR Manager': Workers Making Sense of PLAR." *Canadian Association for the Study of Adult Education Conference Proceedings*. Ottawa, Canada: CASAE.

This paper presents original research which details employed, unionized industrial workers' reflections on and experience of Prior Learning Assessment and Recognition (PLAR). Findings outline how workers view PLAR as an extremely situated process in which the meaning of the "Skills and Knowledge Profile" tool shifts radically from context to context. PLAR in the context of formal schooling, the workplace, the labour market, the union local, and the working class community are all considered. In the latter two cases, workers actively (re)construct the process of PLAR as an opportunity for the reassertion of workers' knowledge and working class community solidarity. The data has implications for the development of 'worker-friendly' PLAR practices, and the use of PLAR for expanding union culture and working class solidarity.

Sims, Ronald R. (1990) *An Experiential Learning Approach to Employee Training Systems*. New York: Quorum Books.

252 pages. Descriptors: employees -- training of, experiential learning. ISBN: 0899305261.

Simosko, Susan, Associates. (March 1990) *Accreditation for Prior Learning: A Training Agency Perspective*. Employment Department Training, Enterprise, and Education Directorate.

Spille, Henry. (1980) "Credit for Learning Gained in Military Service or Employment." *New Directions for Experiential Learning* 7, 15-28.

An outline is given of the system developed by the American Council on Education through which more than 2,000 colleges have awarded hundreds of thousands of credits toward degrees for prior learning outside colleges, either in military service or employment. Descriptors: Adult Education; Equivalency Tests; Evaluation Methods; Adult Students; College Credits; Experiential Learning; American Council on Education.

Stoyanoff, Karen, and Jeanette Klehm, Comps. (December 1981) *Research in Accrediting Efforts (Project REA). An Assessment on the Awarding of Academic Credit for CETA Activities in Illinois. Case Studies*. Graslake, IL: Lake County College; Springfield, IL: Illinois State Dept. of Commerce and Community Affairs.

216 pages. Document Type: evaluative report. Summaries are presented of 15 case studies conducted at Illinois Comprehensive Employment and Training Act (CETA) regions to determine the kind of credentialing mechanisms that exist for awarding academic credit or some other record of achievement to those eligible participants who complete CETA training programs. Introductory material describes the study's methodology and summarizes findings regarding types of credit and credentials offered, the purposes of credentialing, the determination of what kinds of training should receive credit, and barriers to obtaining credit. Next, information is presented from the case studies of CETA sites in Champaign, Chicago, Cook County, Balance of State-DeKalb, Balance of State-Galesburg, Kane County, Lake County, Macon County, Madison Bond County, Peoria County, Rock Island, Rockford, St. Clair County, Will County, and Balance of State-Zeigler. The case studies provide: (1) demographic data, including the area covered and population served, the CETA governing agency, major employment sources, and educational agencies; (2) program descriptions, including information on length, funding source, credential or credit, date of establishment, participants, location, problems with credit, and follow-up mechanisms; and (3) a general summary for each site

which discusses whether credit is important and why credit is not provided for certain programs. The report concludes with recommendations for follow-up. Descriptors: Case Studies; College Credits; Credentials; Credit Courses; Educational Certificates; Employment Programs; Experiential Learning; Job Training; Non-credit Courses; Program Descriptions; Program Evaluation; Public Agencies; Work Experience Identifiers: Comprehensive Employment and Training Act; Illinois.

Surma, Nancy Ann. (1993) *A Regional Council for the Education of Automotive Workers: A Study in Interorganizational Relations Between Higher Education and Industry (Worker Education).* Ph.D. dissertation, Boston College.

Technical and Further Education National Centre for Research and Development. (October 1990) *Assessment and Standards in Vocational Education and Training*. Conference/Workshop Report, Adelaide, Australia, October 1-3. Leabrook, Austral.: TAFE National Centre for Research and Development.

314 pages. Document Type: conference proceedings; project description; research report. These proceedings contain 17 papers from plenary sessions, workshops, and other presentations at a conference to consider and clarify major issues in assessment and standards in vocational education and training, including identification of problems and suggested solutions. A summary of discussions follows most presentations. Plenary session papers are as follows: "The Importance of Skills and Standards" (Slee); "The Development of the Vocational Education System in the Federal Republic of Germany from the Special Perspective of the 1992 European Integration" (Laur-Ernst); "United Kingdom Reforms in Qualifications and Standards in Vocational Training" (Fuller); "Issues Affecting Assessment and Accreditation" (Kirby); and "Summary and Challenges" (Hall). Workshops include the following: "Skill Standards in the Textile Clothing Footwear Industries" (Parkinson); "Competency-Based Training: COSTAC Working Party Report" (Murphy); "A Workplace Education (Adult Literacy) Project in the Hunter Valley" (McLauchlan); "More and Better Skills Recognition: Where Are We Up To? Where Are We Going?" (Ashenden); "The Trademen's Rights Regulation Act: National Recognition in the Metal and Electrical Trades" (Newton); "Graded Criterion Referenced Assessment in Competency-Based Training" (Van de Graaff); "Competency-Based Vocational Education: Implications for Teacher Education" (Watson); "What Is Clever about Competency-Based Training?" (Thompson); "Staff Development in Competency-Based Assessment" (Docking); "National Recognition of Experiential Learning for the Hospitality Industry" (Casey); "National Scheme for Accreditation of Independent Business Colleges" (Walsh); "TRAC: A Competency-Based Link between School and Work" (Sweet); "A Whole College Approach to Competency-Based Self-Paced Delivery" (Wickenton); and "Media Package: Assessing Competency in the Workplace" (Barry, Davy). Other presentations are: "The Challenges

for Australia in Vocational Education and Training" (Dawkins); "Speech by the Minister of Employment and Further Education" (Rann); and "How Did We Get Here from There" (Ramsey). The program and list of participants are appended. Descriptors: Certification; Competence; Competency Based Education; Credentials; Criterion Referenced Tests; Education Work Relationship; Employment Experience; Experiential Learning; Foreign Countries; Job Skills; Job Training; Performance Tests; Personnel Evaluation; Postsecondary Education; Prior Learning; Secondary Education; Standards; Vocational Education. Identifiers: Australia. ISBN: 0-86397-029-X.

Thermer, Clifford E. (1996) "The Portfolio Perspective: Authentic Assessment for Experiential Training". ERIC Document Reproduction Service No. ED396166.

See abstract under 2.6.1.3 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Practice).

Tiernan, Kathy. (October 1992) "Taking Credit for Voluntary Work: A New RSA Diploma." *Adults Learning* (England) 4(2), 38-39.

Document Type: journal article; general report. A project at Denman College (Great Britain) to help volunteers document their community work to get credit for a diploma encountered problems in translating community work into formalized academic definitions and in the range of skill levels among volunteers. Descriptors: Credits; Foreign Countries; Higher Education; Portfolios (Background Materials); Prior Learning; Volunteers. Identifiers: Diplomas; Great Britain. ISSN: 0955-2308.

Tourangeau, Robert. (1997) "Prior Learning Assessment." In *Workplace Education: The Changing Landscape*. Ed. Maurice C. Taylor. Toronto: Culture Concepts Inc.

This chapter provides foundational information for a basic understanding of prior learning assessment and is divided into three parts. The first part provides the setting and the philosophy of prior learning assessment. The second part deals with assessment in general and, in particular, with the portfolio process and the practical considerations that flow from the adoption of national standards and generic skills. The third part describes briefly the benefits of prior learning assessment, the barriers with respect to its implementation and its implications for educational purposes.

Van Kleef, Joy. (December 1996) *Prior Learning Assessment and Recognition: A New Dimension in Worker Training Programs and Partnerships*. Prepared for Human Resources Development Canada. [27 pages]

Winning, Anne. (1993) "Apprenticeships and RPL: Recognizing the Learning of a Trade. *Education and Training* 35(7), 18-21.

Yule, W., and M. Brownlie-Marshall. (1991) *The Assessment of Prior Learning*. Aberdeen, Scot.: CICED/PACE.

SECTION 4

PLAR and the Military

American Council on Education. (1990) *The 1990 Guide to the Evaluation of Educational Experiences in the Armed Services. (1) Army Courses. (2) Army MOS's. (3) Navy. (4) Air Force, Coast Guard, Department of Defense, Marine Corps.* Washington, D.C., Department of Defense.

2,465 pages. Document Type: directory. This four-part guide describes how service members can receive college credits for their military training and experience. Each volume provides instructions for finding and using exhibits and recommendations, as well as information on awarding credit for extra-institutional learning, transfer and award of credit, and a model policy on awarding such credit. Volume 1 contains recommendations for formal courses offered by the Army, Army Reserve, and Army National Guard. Each course exhibit has these components: identification number; military course number with course version numbers and titles; location; length; exhibit dates; learning outcomes; instruction; credit recommendation; and related occupational codes. Volume 2 contains recommendations for Army enlisted and warrant officer military occupational specialties (MOS). Each MOS exhibit has these components: identification number; title and MOS designation; career management field; description; and recommendation. Volumes 3 and 4 contain recommendations for formal courses offered by the Navy and by the Air Force, Coast Guard, Marine Corps, and Department of Defense, respectively. Each course exhibit has the same components as those for courses in Volume 1. Coast Guard Rating exhibits, Coast Guard Warrant Officer exhibits, and Marine Corps exhibits have generally the same components as those in Volume 2. Appendixes to the volumes may contain a keyword index, course number index, occupational title indexes, and sample military records. Descriptors: Armed Forces; College Credits; Educational Assessment; Educational Experience; Enlisted Personnel; Experiential Learning; Higher Education; Military Service; Military Training; Postsecondary Education; Prior Learning; Work Experience. Identifiers: Air Force; Army; Coast Guard; Department of Defense; Marine Corps; Navy. ISBN: 0-02-897522-7; 0-02-897523-5; 0-02-897524-3; 0-02-897525-1.

Anderson, Clinton L., and Steve F. Kime. (October 1996) "Some Major Contributions of the Military to the Field of Adult and Continuing Education in the United States (A Work in Progress)." Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education, Charlotte, NC, October 31.

Document Type: position paper; conference paper. 34 pages. The U.S. military has made numerous important contributions to the development of adult and continuing education. As in civilian adult education, military innovations in education have consistently used workplace learning. The educational benefits produced by the GI Bill democratized education by exploding the myth that "common" people did not belong in college and by serving as a model for employer-supported human development through education. The military pioneered the use of standardized testing for screening purposes and has developed batteries of tests for screening vocational aptitude and basic academic skills. The General Educational Development testing program, which grew out of the military's extensive experience with testing, is now recognized by employers and institutions of higher learning nationwide. Other areas where the military has made major contributions to the fields of adult and continuing education include the following: documentation/recognition of learning acquired outside the classroom and integration of learning in traditional degree programs; distance education; off-campus college programs; instructional systems development; competency-based education; articulation of civilian and military education through the Service members Opportunities Colleges program; advanced instructional technologies; and program evaluation. (Appended are excepts from the 1947 publication, "The Armed Services and Adult Education" by Cyril O. Houle et al.) Descriptors: Adult Education; Adult Literacy; Articulation (Education); Competency Based Education; Consortia; Continuing Education; Distance Education; Educational Practices; Educational Technology; Experiential Learning; Extension Education; High School Equivalency Programs; Instructional Systems; Literacy Education; Military Personnel; Military Training; Networks; Partnerships in Education; Prior Learning; Program Effectiveness; Program Evaluation; Standardized Tests; Student Financial Aid; Systems Approach; Tuition Grants; Veterans Education; Work Experience Programs. Identifiers: General Educational Development Tests; G I Bill; Service members Opportunity Colleges Program.

Palmer, James C., and Meredith J. Ludwig. (Summer 1991) "How Do Colleges and Universities Assess the Education and Training of Military Service Personnel?" *College and University* 66(4), 213-22.

Document Type: journal article; research report. Target Audience: Administrators; Practitioners. In a study of the ways colleges and universities regard prior learning of military service members who apply for admission to undergraduate degree programs, 66 colleges evaluated prototype transcripts and assessed problems in awarding degree credit. A number of problems are seen as needing to be addressed by both schools and the military. Descriptors: Admission Criteria; College Administration; College Admission; College Credits; Degree Requirements; Higher Education; Military Personnel; National Surveys; On the Job Training; Prior Learning; Student Attitudes; Student Records; Undergraduate Study. ISSN: 0010-0889.

Rose, Amy D. (Fall 1991) "Preparing for Veterans: Higher Education and the Efforts to Accredit the Learning of World War II Servicemen and Women." *Adult Education Quarterly* 42(1), 30-45.

Document Type: journal article; historical material. The influx of veterans into higher education after World War II led to the development of a monumental system for testing and evaluation of prior learning through military service. The assumptions of the process continue to have implications for the assessment of adult life experience and its integration in college curricula. Descriptors: Adult Education; College Credits; Educational Assessment; Evaluation Methods; Experiential Learning; Higher Education; Military Service; Prior Learning; Testing Programs; Veterans. Identifiers: American Council on Education; Armed Forces Institute WI; General Educational Development Tests. ISSN: 0001-8481.

Spille, Henry. (1980) "Credit for Learning Gained in Military Service or Employment." *New Directions for Experiential Learning* 7, 15-28.

See abstract under 3.3 (PLAR and Work).

SECTION 5

PLAR and Questions of Diversity

Algonquin College. (June 1994) *Prior Learning Assessment: Pilot Project Phase 2: Community Partnerships in Action: Final Report, June 1994*. Nepean: Algonquin College, School of Continuing Education, Health Sciences Section.

See abstract under 2.2.3.10 (Implementation of PLAR in Formal Education/Post-Secondary Education/Academic Programs and Professions/Nursing).

Askov, Eunice N., Barbara L. Van Horn, and Priscilla S. Carman. (Fall 1997) "Assessment in Adult Basic Education Programs." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches), 75: 65-74.

The needs of various stakeholders are considered in this discussion of the purposes, strengths and weaknesses of a number of individual- and program-level assessment strategies in adult basic education.

Beier, Juliet J., and Ruth B. Ekstrom. (September 1979) "Creating Employment Equity through the Recognition of Experiential Learning." *Journal of Career Education* 6(1): 2-11.

Describes two Educational Testing Service projects conducted to identify skills that women acquire through life experiences which are helpful to success in occupations and vocational programs, and to develop materials for experience-job linkages: Project ACCESS (Assessing Competencies Concerned with Employment and School Success) and Project HAVE (Homemaking and Volunteer Experience) Skills. Descriptors (major): Education Work Relationship; Employment Qualifications; Equal Opportunities (Jobs); Experiential Learning; Females; Prior Learning (minor): Access to Education; Adult Vocational Education; Federal Aid; Job Skills; Program Descriptions; Program Development; Work Experience (minor): Project ACCESS; Project HAVE Skills.

Benton, N.B.E. (1991) *Recognition of Prior Learning: From Hegemony to Symphony*. A report prepared for the Maori Caucus of the New Zealand Council for Education and Training in the Social Services. Wellington: New Zealand Council for Education and Training in the Social Services.

Benton, Richard and Nena. (1995) *The Unbroken Thread.* Wellington: New Zealand Council for Educational Research.

See abstract under 1.6 (PLAR Policy/New Zealand)

Benton, N., and J. Swindells. (1992) "Linking Experience, Work and Learning: Empowerment Through the Accreditation of Prior Learning." Paper presented at the Australian Association for Research in Education (AARE)/New Zealand Association for Research in Education (NZARE) Joint Conference, Deakin University Geelong, 22-26 November.

33 pages. For the past two years, Te Wahanga Kaupapa Maori of NZCER has been engaged in research and development in the recognition of the knowledge and skills that Maori people bring to various tasks in which they engage. One of the aims of our research is to demonstrate how they can have their learning outcomes credited towards a nationally recognised qualification. This paper will discuss examples of how such recognition could be achieved in relation to the requirements of a nationally recognised qualification in the area of preschool education and related fields.

Butler, Linda. (1993) "The Assessment of Prior Learning: Relating Experience, Competence, and Knowledge." In *Disaffection and Diversity: Overcoming Barriers for Adult Learners.* Ed. Judith Calder. Bristol, PA: Falmer Press. 159-169.

See abstract under 1.2.1 (PLAR Policy/Europe/United Kingdom).

Chanda, Noyona. (1990) *Assessment of Prior Learning: A Common Sense Approach for ABE and ESOL.* London, Eng.: Adult Literacy and Basic Skills Unit.

7 pages. Document Type: teaching guide. Target Audience: Teachers; Practitioners. This document makes the case for assessing prior learning and offers practical advice on how to do it within British English for Speakers of Other Languages (ESOL) and adult basic education (ABE) programs. Following an introduction, it is explained that a person's prior learning is obtained through prior study or life experiences. The next section explains why one would want to assess prior learning (to foster self-awareness, claim educational credit, plan a career, determine the level of entry in ABE or ESOL programs, or integrate experiential and academic learning). The next section lists characteristics of assessing prior learning and of initial assessment (identifies level of skill, highlights gaps in knowledge, establishes a starting point from the tutor's point of view, indicates content and methodology to students, takes note of what students can and cannot do, and categorizes students according to their performance on the spot). Four stages of assessment are listed: identifying the purpose of assessment; identifying learning

experiences relevant to that purpose; analyzing these experiences in terms of knowledge, skills, and learning strategies; and demonstrating relevance. Examples include a student's guide to prior assessment and an illustration of how a teacher can help a student work with an English translation of his or her life story to identify prior learning. Descriptors (major): Access to Education; Adult Basic Education; College Credits; English (Second Language); Experiential Learning; Foreign Countries; Nontraditional Students; Prior Learning; Student Placement.

Conger, S. (1994) *The Assessment and Recognition of the Occupational Qualifications of Foreign-Trained Workers*. Ottawa: author.

Droegkamp, Jan, and Kathleen Taylor. (Spring 1995) "Prior Learning Assessment, Critical Self-Reflection, and Reentry Women's Development." *New Directions for Adult and Continuing Education* 65: 29-36.

Document Type: position paper; journal article. Another abstract: Part of a special issue on learning environments for women's adult development. The writers discuss the role of prior learning assessment (PLA) and critical self-reflection in reentry women's development. PLA refers to approaches that allow students to gain undergraduate credits for extramural learning. This validation of women's experiential learning affirms the importance of their real-life accomplishments and boosts their self-confidence, self-esteem, and academic self-esteem. PLA approaches that support development; experiential learning essays and self-discovery; the teaching of PLA skills; and two caveats are discussed. Descriptors: Adult Development; Experiential Learning; Females; Prior Learning; Reentry Students; Self Evaluation (Individuals).

Ekstrom, Ruth B. (March 1983) "Assessing Prior Learning Experiences." *New Directions for Testing and Measurement*, (Measurement, Technology, and Individuality in Education: Proceedings of the 1982 ETS Invitational Conference) 17, 69-78.

Document Type: journal article; research report. Prior experience learning often requires new and different kinds of measurement techniques. Methods are described that have been developed to identify and assess the prior experiential learning of adult women from their unpaid work in the home and the community. Descriptors: Adults; Experiential Learning; Females; Incidental Learning; Intentional Learning; Measurement Techniques; Prior Learning; Volunteers.

Further Education Unit. (March 1990) *NVQs and Learners with Special Needs. National Vocational Qualifications Number 3*. London, Eng.: Further Education Unit.

7 pages. Document Type: project description. A project of Great Britain's Further Education Unit explored the role adult education colleges can play in facilitating access to the national vocational qualifications (NVQs) for learners with special needs and identifying barriers to NVQs for adults with special needs. The issues surrounding the current and planned changes to the NVQs are that: (1) people with disabilities have the most problems in accessing vocational training in a country where less than half the population obtain a vocational qualification; (2) predicted demographic changes will mean that people with special needs will be needed in the work force; (3) lecturers and trainers need to shift their thinking about the capacities and futures of people with disabilities; and (4) NVQ awards should be free of any barriers that restrict access to them. Five colleges were visited and staff from nine colleges attended a seminar to discuss the issues. Among the findings reported were that: (1) few colleges were providing NVQs for learners with special needs; (2) training toward NVQs was not generally seen as a primary method of employment preparation; (3) in some colleges, special needs staff were ignorant of NVQs and their role in helping learners gain employment; (4) most schools put special needs adults into existing slots rather than providing tailored programs; and (5) pre-vocational education and career exploration opportunities were seldom offered. Among the project's recommendations were that adults should receive NVQ credits for prior learning and credits for basic skills should count toward NVQs. Descriptors: Access to Education; Adults; Career Exploration; Credits; Employment Qualifications; Government School Relationship; Individualized Instruction; Job Training; Labour Force Development; Post-secondary Education; Pre-vocational Education; Prior Learning; Special Needs Students; Standards; Vocational Education Identifiers: Great Britain; National Vocational Qualifications (England). ISBN-1-85338-189-6.

George, Priscilla. (1994) "Empowering People and Building Competent Communities." In *Alpha 94: Literacy and Cultural Development Strategies in Rural Areas.*

19 pages. Document Type: review literature; project description. For the Aboriginal peoples of Ontario, literacy is a process involving not only individuals, but also the whole community. Literacy leads to development and empowerment, which contribute to self-determination. Once the wards of the federal government, Aboriginal communities now are assuming more control over their own affairs. Education, including literacy, is key to such control. Aboriginal literacy practitioners seek to "place education into culture" by using the holistic approach and by considering the elements of self, community, family, and the universe (world view) during program development. The Ontario Native Literacy Coalition (ONLC) is comprised of 31 urban and reserve-based literacy projects. ONLC provides networking opportunities, training for Native literacy practitioners, culturally sensitive program materials, and advocacy on all levels. Literacy practitioners are from the home community and have knowledge of community members and culture, a sincere belief in the student, creative abilities, organizational skills, and

deep commitment. Community coordinators recruit students, train tutors, develop or adapt materials to local situations, and raise funds. Because programs are community based and student centered, a variety of models have emerged, many of them involving cultural education and the whole language approach. Fourteen projects include literacy in an Aboriginal language. Practitioners meet for a week every 3 months, take courses, and visit successful programs. They identified the two most important courses in helping them enhance student self-esteem: the Healing Circle and Prior Learning Assessment (a portfolio development process). Descriptors: Adult Basic Education; American Indian Education; Canada Natives; Community Development; Community Programs; Culturally Relevant Education; Foreign Countries; Literacy Education; Native Language Instruction; Self Determination. Identifiers: Ontario Native Literacy Coalition.

Government of Alberta. Task Force on the Recognition of Foreign Qualifications. (1992) *Bridging the Gap: A Report of the Task Force on the Recognition of Foreign Qualifications*. Edmonton: Government of Alberta.

Government of Alberta. Task Force on the Recognition of Foreign Qualifications. (1992) *Bridging the Gap: A Report of the Task Force on the Recognition of Foreign Qualifications. Summary Report*. Edmonton: Government of Alberta. [23 pages]

Government of Australia. Department of Employment, Education, and Training. (1993) *Recognition of Prior Learning: A Practical Guide for Women*. Canberra: Department of Employment, Education, and Training.

Government of Australia. Department of Employment, Education, and Training. (1990) *Women and TAFE: Recognition of Prior Learning -- Implications for Women. A National Plan of Action Project*. Canberra: Department of Employment, Education, and Training.

Government of Australia. Department of Employment, Education, and Training. (1993) *Recognition of Prior Learning: A Practical Guide for Women*. Canberra: Department of Employment, Education, and Training.

Haden, Dan, and Sue Wells. (1994) *Evaluation Bias in Prior Learning Assessment Challenge Processes*. Scarborough, Ont.: Centennial College, Centre for Instructional Development.

See abstract under 2.6.2 (Implementation of PLAR in Formal Education/Methods of Assessment/Challenge Process).

Hill, Diane. (March 1995) *Aboriginal Access to Post-Secondary Education: Prior Learning Assessment and its Use Within Aboriginal Programs of Learning*. Tyendinaga Mohawk Territory, Ont. and Belleville, Ont.: First Nations Technical Institute and Loyalist College.

See abstract under 2.2.2 (Implementation of PLAR in Formal Education/Post-Secondary Education/Community Colleges).

Mackintosh, T. (1992) "Some Implications of Recognition of Prior Learning for Maori Contemplating University Study." Paper presented at the Australian Association for Research in Education (AARE)/New Zealand Association for Research in Education (NZARE) Joint Conference, Deakin University Geelong, 22-26 November.

10 pages. Recognition of Prior Learning (RPL) offers distinct advantages for mature students whose learning from life and work experiences are given formal credit in an academic context. For mature Maori students RPL encourages participation in courses that give credit for knowledge and skills which may have been gained in a different (Maori) cultural context. Very little research into the effect of RPL on indigenous cultures is available. For Maori people there are issues to be discussed and debated in order to clarify the likely impact of RPL on the Maori community. These discussions are particularly important to the development of RPL policy and programs in New Zealand universities. This paper will acknowledge some of the advantages RPL is likely to have for Maori. It will also identify some of the concerns and issues that are currently being discussed in Maori communities and tertiary institutions.

Mata, F. (1993) *The Recognition of Foreign Degrees in Canada: Context, Developments, and Issue Relevance*. Ottawa: Multiculturalism and Citizenship Canada, Race Relations, and Cross Cultural Understanding Directorate.

McDade, K. (1988) *Barriers to Recognition of the Credentials of Immigrants in Canada*. Ottawa: Institute for Research on Public Policy, Studies in Social Policy.

Michelson, Elana. (Fall 1997) "Multicultural Approaches to Portfolio Development." *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches) 75, 41-53.

The author contends that assessment of prior learning is based largely on Western academic assumptions about objective, universal knowledge. She explores efforts in New Zealand and Ontario, Canada, to assess knowledge that is embedded in specific

cultural and ethnic contexts and that challenges current definitions of accredible learning.

Michelson, Elana. (Fall 1996) "'Auctoritee' and 'Experience': Feminist Epistemology and the Assessment of Experiential Learning. *Feminist Studies* 22(3), 627-655.

Michelson, Elana. (Summer 1996) "Beyond Galileo's Telescope: Situated Knowledge and the Assessment of Experiential Learning." *Adult Education Quarterly* 46(4), 185-196.

For all their celebration of experiential learning, current approaches to the assessment of prior experiential learning (APEL) are consistent with and, in some respects, trapped within Enlightenment theories of knowledge. Alternative epistemologies offered by post-modernist, feminist, and anti-racist theory suggest a different conceptual underpinning for APEL. Reinscribed within an epistemology of situated knowledge, APEL can grant visibility to outsider knowledge that is valuable for its divergence from academic ways of knowing, not only its similarity, and rewrite the relationship between experiential learning and academic authority. Descriptors (major): Educational Assessment; Epistemology; Experiential Learning; Prior Learning; Situated Learning.

New Zealand Qualifications Authority. (No date) *Whaia Te Iti Kahurangi (In Pursuit of Excellence): Maori and Qualifications*. Wellington: New Zealand Qualifications Authority.

Ontario Council of Regents for Colleges of Applied Arts and Technology. Prior Learning Assessment Advisory Committee. (1993) *Outline for PLA Long-term Study on the Assessment of Foreign Academic Credentials*. Toronto: Ontario Council of Regents for Colleges of Applied Arts and Technology.

3 pages. Aims to assess the long-term cost of implementing a systematic approach to the evaluation of foreign academic credentials for the purpose of assessing academic equivalency in the college system. Does not explore assessment of credentials by occupational bodies for the purpose of direct entry into occupations, but since such entry is the ultimate goal of many foreign-trained college applicants, it is taken into account. Lists possible requirements for changes to current equivalency assessment processes, key issues such as availability of data and funding, and steps in the study. Outlines the process and suggests a time frame. Descriptors: International students; Qualifications; Colleges of applied arts and technology; Community colleges. Publication date approximate.

Open Learning Network Project. Literacy Link Eastern Ontario. (February 1994) *Recognition for Learning Pilot Project*. Draft Copy. Kingston: Literacy Link Eastern.

Document Type: research report. 248 pages. Sponsoring Agency: National Literacy Secretariat, Ottawa. A project was conducted to initiate a regional system of documenting and recognizing the learning that takes place in literacy programs. Phase 1 focussed on gathering articulation models and materials. In phase 2 the following were developed: a skills list for communications, numeracy, personal growth, and computers; skills inventories; and a possible accreditation model. In phase 3, nine literacy programs in eastern Ontario piloted the Open Learning Network's (OLN) accreditation system. Skills paths were developed from which learners and tutors could choose to develop knowledge in the four areas. Learner evaluation was designed to involve the submission of a portfolio to an assessment panel that could award a certificate of recognition in the four core areas. Committee members and learners discovered the following: the skills were not always sequential and the gap between some skills needed to be filled in; each piece of evidence should be as close to perfect as possible; three and not five pieces were sufficient; and more basic skills were needed for all paths and more advanced skills were needed for some learners. (Appended to the 19-page report are the pilot project manual, prior learning assessment materials for numeracy, and paths for communication, numeracy, personal growth, and computer skills.) Descriptors: Adult Basic Education; Adult Learning; Adult Literacy; Communication Skills; Computers; Educational Certificates; Foreign Countries; Individual Development; Literacy Education; Numeracy; Program Development; Program Evaluation; Student Certification; Student Evaluation. Identifiers: Ontario.

Rubin, Sharon G. (December 1982) "The Dialogue Between Voluntarism and Feminism: Implications for Higher Education." *New Directions for Experiential Learning* (New Partnerships: Higher Education and the Nonprofit Sector) 18, 35-46.

Document Type: journal article; project description. The feminist movement has encouraged women to question their traditional roles as volunteers and voluntary organizations have been reconsidering the ways they have used volunteers. Responses of higher education, such as the offering of volunteer administration curricula and credit for prior learning in women's studies, are discussed. Descriptors: College Credits; Experiential Learning; Females; Feminism; Higher Education; Nonprofit Organizations; Participant Satisfaction; Prior Learning; Role Perception; Social Responsibility; Social Services; Volunteer Training; Volunteers; Women's Studies. Identifiers: I Can Project; National Organization for Women; Volunteer Management.

Sansregret, Marthe. (August 1984) "Women's Experiential Learning: History and Evaluation Methods." Paper presented at the National Conference of the Canadian Congress for

Learning Opportunities for Women, Toronto, Ontario, August 20.

24 pages. Document Type: position paper; conference paper. Educational institutions need to help women get a better education by taking into account the learning they have acquired through experience in homemaking, volunteer work, and other activities. This paper examines the need for recognition of women's prior learning by educational institutions and delves into some of the intricacies of the process. It begins with the history of recognition of prior learning, showing how experiential learning is really an old concept. Then the paper examines the recognition of adult learners leading to the recognition of women's prior learning in particular, as well as the obstacles encountered. Finally, the paper examines various evaluation methods and some basic principles of this kind of recognition, focusing on the portfolio method. The last section of the paper is a call for action on the part of educational institutions to respond to the need for change in order to fulfill their role of preparing women for the changing world to come. Descriptors: Adult Learning; Adult Students; Certification; College Credits; College Programs; Credentials; Educational History; Educational Philosophy; Equivalency Tests; Evaluation Methods; Experiential Learning; Lifelong Learning; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Qualifications; Special Degree Programs; Standards; Women's Education.

Sansregret, Marthe. (1983) *The Recognition of Women's Experiential Learning in the United States*. Sainte Anne de Bellevue, Que.: John Abbott College, Ministère de l'Éducation.

297 pages. This report is intended as a tool for colleges, universities, volunteer associations, businesses, and industries that wish to give women official recognition for experience acquired through non-paid work. Chapter 1 examines experiential learning in the United States and how it is viewed for women. The second chapter is a selected bibliography from ERIC of 34 models, practices, and tools on experiential learning since the 1970s. References are presented in sequence, beginning with the oldest publication. Each reference is in the format used by the ERIC system for journal articles and documents. Chapter 3 offers a synthesis of 14 documents selected from Chapter 2 to present a range of steps that should be followed when implementing an experiential learning program for women. The documents are presented in the form of a synthesis preceded by titles and authors' names. Tables are reproduced from the original documents. The documents are grouped by target populations: vocational educators and employers, vocational educators, employers, and the candidate.

Sansregret, Marthe, and Ruth B. Ekstrom. (April 1984) "Awarding Educational Credit for Women's Unpaid Work." Paper presented at the International Interdisciplinary Congress on Women, 2nd, Groningen, Netherlands.

13 pages. Document Type: position paper; conference paper. Women who seek further education and the formal credentials it provides often have acquired valuable knowledge and work experience while performing various unpaid work in their homes and communities. Awarding college credit and recognition for women's non-paid work is a measure of social justice and equity. The three major ways to evaluate and credit prior learning are tests, credit recommendation for courses offered by business or community groups, and individualized assessment. Each method has its advantages and disadvantages; however, the portfolio method, which was developed for assessment of prior incidental learning, offers the greatest flexibility. Integration of practical work into college studies can be traced to the end of the 19th century; however, as late as the mid-1970s, assessment of prior learning focussed on learning from paid work experience. In 1984, work began in the United States to identify the academically accreditable skills and knowledge that women acquire from their unpaid work experience as homemakers and volunteers. Several studies and projects to develop models for such accreditation have been implemented in both Canada and the United States. Similar efforts have been undertaken in Europe and in the Pacific as well. Descriptors: College Credits; Educational Practices; Evaluation Criteria; Evaluation Methods; Evaluation Needs; Experiential Learning; Females; Learning Experience; Lifelong Learning; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Sex Fairness; Student Certification; Student Evaluation; Work Experience. Identifiers: Canada; United States.

Whitaker, Urban. (Winter 1983) "Experiential Learning for Hearing Impaired." *Journal of Experiential Education* 5(3), 31-38.

Document Type: journal article; evaluative report. Explores the nature of experiential deficiency pattern to suggest a preliminary model for assessing it and then considers whether and how experiential learning strategies can be accommodated to the experiential deficiencies of hearing impaired students. Descriptors: Educational Diagnosis; Elementary Secondary Education; Experiential Learning; Hearing Impairments; Individual Development; Needs Assessment; Program Effectiveness.

Wood, M. (1994) *Accreditation of Prior Learning and the Bilingual Learner*. London: Routledge.

Young, Grant L. (March 1994) *Looking Through Eyes of Compassion: Visible Minorities in SIAST*. Prepared for the SIAST Education Equity Committee [Saskatchewan].

44 pages. Document Type: research report; test, questionnaire. A research project examined the current needs of and potential services for visible minority students within Saskatchewan Institute of Applied Science and Technology (SIAST). The examination

focused on three main questions: accuracy of the present definition of visible minorities, barriers experienced by visible minority students in six areas, and interventions or accommodations necessary to overcome these barriers. The primary research was undertaken by conducting focus groups with students of English as a second language and representatives from external groups and interviewing and surveying visible minority students. Findings resulted in these recommendations: determination of an appropriate name and definition for this population and revision of all related SIAST policies and documents to include them; active recruitment of equity students; development of a model for evaluating foreign credentials; evaluation of all entrance tests; development of a formal prior learning assessment process; development and delivery of a preparatory class, course in technical language development, and bias-free curriculum to increase retention; promotion of flexibility in program organization; development of academic support; promotion of diversity awareness; development of follow-up for minority students; mandatory staff development on diversity; and representation on the education equity committee for the external community. (Appendixes include 17 references, student questionnaires, and list of colleges/institutes surveyed.) Descriptors: Admission Criteria; Adult Vocational Education; Ancillary School Services; Educational Discrimination; Educational Research; English (Second Language); Equal Education; Followup Studies; Foreign Countries; Minority Groups; Program Design; School Holding Power; Staff Development; Student Recruitment. Identifiers: Saskatchewan Institute of Applied Sci. and Tech.

Young, J., and Associates. (1992) *National Project to Develop and Trial a Model for the Recognition of Prior Learning of Women Gained Through Their Life and Work Experience*. Canberra: Vocational Education, Employment, and Training Advisory Committee and the ACT Vocational Training Authority.

SECTION 6

Theories and Analysis of PLAR

Allen, Robert, and Geoff Layer. (1995) *Credit-Based Systems as Vehicles for Change in Universities and Colleges*. London, Eng.: Kogan Page.

Review by Ted Nakhle, Academic Secretary, University of Sussex. June 1996; posted to the scotcat-cats e-mail list of the Quality Assurance Agency for Higher Education, Scottish Office: This is a timely, readable yet ultimately tantalising volume. Its objectives are to consider how and why credit as a "phenomenon" has crept up on the HE sector, and emerged as a potential basis for a range of activities including funding; and, to draw some lessons in the influencing and management of change. The range of interest in "credit" is indeed remarkable, stretching from government departments and funding councils through employer organisations and TECs to HE (and FE) institutions both collectively and severally. A common agenda is inconceivable and the case studies described highlight the suspicions of "hidden agendas"; the narrative is littered with words like "battle" and "control". The analysis points to how credit has been seen variably as a means of changing the system and of responding to changes in the system. A pervasive theme is the shift to a mass system alongside declining units of resource and demands for greater accountability. In fact, accountability may provide the common theme although that is not the principle conclusion of the authors. They provide vivid and lucid evidence of the "tyranny of the three year degree", of the autonomy of subject or disciplinary groups, and of "changes in the balance of power", without, however, fully exploring the hegemony of the research-driven "old" universities. The strength of departments whose members often identify more with their professional peer group than with their employing organisation, who "alone" can define and understand the cohesion of a progressively structured degree course but who also constantly feel the need to defend their position in order to seek greater or stable resources provides a dilemma for managers and for pioneering practitioners. A key issue is who is, or should be, responsible to whom? Although thin on formal analysis of change management in an ambiguous and politicised context, the stories provide exemplary support for Enderud's "Four Phase Model" in dealing with non-routine, non-programmed planning decisions of high visibility and potentially high conflict (1). This requires proper allowance for an essentially highly ambiguous period (bull session), a political period (negotiation), a collegial period (persuasion/legitimating), and an implementation period (bureaucratisation). To miss, or shortcut, any phase is to invite subsequent problems. More analysis of the role of credit-based systems in requiring transparent definitions of objectives and outcomes so rare in the holistic concept of a degree, might throw further light on the motives of interested parties. The authors have served to raise these and other questions, to reinforce the lessons in managing innovation and change, and,

crucially, to evidence the view that the successful introduction of credit-based systems is institutionally unique and could fail, or be hijacked, under a too uniform or standardised framework.

Barkatoolah, A. (1989) "Some Critical Issues Related to Assessment and Accreditation of Adults' Prior Experiential Learning." *Making Sense of Experiential Learning: Diversity in Theory and Practice*. Eds. S. Weil and I. McGill. Milton Keynes, UK: Society into Research in Higher Education and Open University Press.

Benett, Yves. (August 1989) "The Assessment of Supervised Work Experience (SWE) -- A Theoretical Perspective." *Vocational Aspect of Education* 41(109), 53-64.

See abstract under 3 (PLAR and Work).

Boornazian, Sharyn S. (1994) *Prior Learning Assessment Using Story: Academic Access for Underserved Populations. (Volumes I and II)*. Ph.D. dissertation, Union Institute.

Boud, David, Ruth Cohen, and David Walker. (1993) *Using Experience for Learning*. Buckingham, Eng.: Society for Research into Higher Education and Open University Press. [189 pages]

Boud, David, Rosemary Keogh, and David Walker, eds. (1985) *Reflection: Turning Experience into Learning*. London: Kogan Page; New York: Nichols Pub. [170 pages]

Briton, D., W. Gereluk, and B. Spencer. (1998) "Prior Learning Assessment and Recognition: Issues for Adult Educators." In *Proceedings of 17th Annual Conference of the Canadian Association for the Study of Adult Education*, University of Ottawa, Ontario, 24-29.

Increasing pressure is being brought to bear on the educational establishment to grant credit for informal and non formal learning. Adult educators, many of whom have long recognized the value of prior learning, tend to support such Prior Learning Assessment and Recognition (PLAR) initiatives without reserve. This paper argues for a more critical evaluation of PLAR.

Burnard, Philip. (April-June 1988) "Experiential Learning: Some Theoretical Considerations." *International Journal of Lifelong Education* 7(2): 127-33.

The author discusses three aspects of the theory of knowledge: propositional knowledge, practical knowledge, and experiential knowledge. He also discusses problems of research in the field. Descriptors (major): Cognitive Structures; Experiential Learning; Learning Processes; Learning Theories (minor): Adult Education; Research Needs.

Challis, Maggie. (Jan./Feb. 1996) "Andragogy and the Accreditation of Prior Learning: Points on a Continuum or Uneasy Bedfellows?" *International Journal of Lifelong Education* 15(1), 32-40.

Document Type: position paper; journal article. Andragogy's concern with process is at odds with the competence movement's emphasis on outcomes. Accreditation of prior learning, a system of assessing and certifying competence acquired through experience, has some similarities with andragogy. Learner reflection and identification of learning in many different contexts can bridge the gap. Descriptors: Andragogy; Certification; Competency Based Education; Credits; Prior Learning. ISSN: 0260-1370.

Dochy, Filip J.R.C., and Patricia A. Alexander. (September 1995) "Mapping Prior Knowledge: A Framework for Discussion Among Researchers." *European Journal of Psychology of Education* 10(3), 225-42.

Document Type: project description; journal article. Target Audience: Researchers. Reviews the current literature concerning prior knowledge in an attempt to clarify problems with the terminology. Identifies the three main problems: lack of definition or vagueness, nominal versus real definitions, and different names/ same constructs or same name/ different constructs. Includes a conceptual map of prior knowledge terminology. Descriptors: Cognitive Mapping; Cognitive Measurement; Cognitive Processes; Cognitive Structures; Cognitive Style; Cognitive Tests; Concept Formation; Definitions; Experiential Learning; Higher Education; Jargon; Learning Modalities; Learning Processes; Literature Reviews; Metacognition; Prior Learning; Schemata (Cognition); Vocabulary. Identifiers: Anderson (P); Dochy (J).

Dochy, Filip J.R.C., and G. Moerkerke. (April 1994) "Recent Developments Concerning Individual Study Programmes in Higher Education and Alternative Assessment Procedures for Students." Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans, LA, April 4-8.

53 pages. Document Type: evaluative report; conference paper. The need for study programs that fit better to the characteristics of learners, their interests, and the labor market has led education from being supply driven toward being demand driven. The construction of individual study programs requires appropriate assessment methods. The

technologies generally available for assessment seem to reinforce the supply-driven nature of assessment, but demand-driven education, where students influence content selection and teaching is growing. The central finding of research of the past 15 years is that the key to developing an integrated and generative knowledge base is to build on the learner's prior knowledge. An empirical study is reported that focuses on the application of new forms of assessment for individual study programs, concentrating on prior knowledge and progress assessment. Questionnaire responses of 2,000 university students show that students largely agree with the use of prior knowledge state and progress tests and that their aims are improvement of knowledge and of study methods. Seven graphs and one table present study findings. Descriptors: College Students; Educational Assessment; Educational Research; Foreign Countries; Higher Education; Individual Instruction; Labor Market; Measurement Techniques; Program Development; Test Construction. Identifiers: Alternative Assessment.

Dochy, Filip J.R.C., and others. (December 1996) "The Importance of Prior Knowledge and Assessment for Increasing Efficiency of the Learning Processes, Especially in 'Problem-Based' Powerful Learning Environments." *European Journal of Agricultural Education and Extension* 3(3), 141-66.

Document Type: review literature; journal article. Research shows that learning efficiency increases by building on prior knowledge and using multiple assessment tools. Powerful learning environments start with authentic problems and build knowledge through cooperative learning. Informal assessments integrated with assessments of prior knowledge identify further educational approaches. Descriptors: Educational Assessment; Educational Environment; Efficiency; Learning Processes; Prior Learning. Identifiers: Problem Based Learning; Transformative Learning.

Dochy, Filip J.R.C., and others. (1996) "Integrating Assessment, Learning, and Instruction: Assessment of Domain-Specific and Domain-Transcending Prior Knowledge and Progress." *Studies in Educational Evaluation* 22(4), 309-39.

Document Type: evaluative report; journal article. The integration of assessment, learning, and instruction are discussed, focusing on the importance of students' prior knowledge. A literature review and analysis of 128 studies provide support for the assertion that assessment has an important impact on instruction and learning. Positive effects were found for progress assessment. Descriptors: Academic Achievement; Educational Assessment; Formative Evaluation; Instructional Effectiveness; Integrated Activities; Knowledge Level; Meta Analysis; Prior Learning. Identifiers: Domain Knowledge.

Edwards, Richard. (November-December 1994) "'Are You Experienced?': Postmodernity and Experiential Learning." *International Journal of Lifelong Education* 13(6), 423-39.

"New right" governments may support experiential learning because of its role in developing self-discipline and law abiding citizens and consumers. Adult educators and trainers must understand and engage in debates about experiential learning and postmodernism to understand their own practices. Descriptors (major): Adult Education; Capitalism; Experiential Learning; Government Role; Middle Class; Popular Culture; Self Control.

Evans, Norman. (1994) *Experiential Learning for All.* New York: Cassel.

111 pages. Document Type: book; review literature. This book overviews experiential learning in the various contexts in which it has developed over the last decade. Experiential learning involves the knowledge and skills acquired through life and work experience and study, which are not formally attested through any educational or professional certification. The first chapter defines the assessment of prior experiential learning (APEL) as learning that has not been assessed, and differentiates it from the assessment of prior learning, which also includes learning that has been assessed for some formal purpose. The interest in experiential learning has resulted from increasing dissatisfaction with the view that significant learning only takes place in formal institutions, and in particular, leads to examination results, certificates, and qualifications. The significance of experiential learning is that it challenges the many well-established ways of doing things in education and in employment. Another part of its significance lies in its potential to further British government policies that aim to increase participation rates in all forms of post-secondary education. Thus, experiential learning is a national issue connecting with the policies of government, with employing organizations, and with teaching institutions. The remaining chapters of the book define and consider APEL in the context of British higher education, further education, adult education, the professions, teacher education, employment and unemployment, assessment, staff development, and international developments. The last chapter projects the future of APEL. Descriptors: Adult Education; Educational Assessment; Educational Change; Educational Policy; Educational Theories; Elementary Secondary Education; Employment; Employment Experience; Experiential Learning; Futures (of Society); Prior Learning; Professional Education; Role of Education; Staff Development; Teacher Education; Vocational Education. Identifiers: Assessment of Prior Experiential Learning; Great Britain. 10016-8810 (paperback: ISBN 0-304-33102-3; hardback: ISBN 0-304-33100-7). ISBN: 0-304-33102-3.

Evans, Norman. (1990) "Pragmatism at Work in Britain: Some Reflections on Attempting to Introduce the Assessment of Prior Experiential Learning." *Studies in Continuing*

Education 12(2), 122-130.

Fraser, Wilma. (1995) *Learning from Experience: Empowerment or Incorporation?* Leicester, Eng.: National Institute of Adult Continuing Education.

222 pages. Document Type: book; project description. Based on a Making Experience Count (MEC) project, this book examines current trends in learning from experience. Chapter 1 discusses key theoretical elements that underpin work in the field of experiential learning and analyzes the contribution of the andragogic approach to adult learning. Chapter 2 offers an alternative model -- gynagogy -- and broadens the debate to incorporate contradictions that andragogy fails to address. Chapter 3 represents a personal account of the learning process. Chapter 4 describes tutor recruitment and training. Chapter 5 describes the MEC course at Ford Motor Company and examines issues that arise when facilitating personal reflection within a hierarchical and public arena. Chapter 6 is an account of two courses designated as outreach programs. Chapter 7 discusses the specific issues that arise when facilitating MEC within a single-sex framework. Chapter 8 examines work with a group of long-term unemployed persons and highlights the problems that lack of self-esteem bring to the learning process. Chapter 9 assesses the value of assessment of prior experiential learning (APEL) as an admissions tool for entrance to higher education. Chapter 10 relates the story of the Kent APEL Consortium, charts the reasons for its inception, and notes its untimely demise. Chapter 11 discusses problems inherent in accrediting MEC. Chapter 12 describes work within a particular ethnic minority community and introduces the question of the cultural transferability of the MEC process. A 58-item bibliography is appended. Descriptors: Adult Education; Adult Learning; Certification; Credits; Ethnic Groups; Experience; Experiential Learning; Foreign Countries; Higher Education; Minority Groups; Prior Learning; Unemployment; Womens Education Identifiers: Great Britain. ISBN: 1-872941-60-5.

Hall, Dai (Spring 1994) "A Strategy for Awarding Students Credit for Prior Experiential Learning Whilst Protecting Academic Standards." *Journal of Further and Higher Education* 18(1), 21-30.

Hamilton, Richard J. (June 1994) "Semantic and Conceptual Ambiguities in Prior Learning Assessment." *Journal of the National Institute on the Assessment of Experiential Learning* (Adult Learning, Currency and Subjectivity in PLA).

Document Type: serial; position paper. 25 pages. This inaugural issue of the Journal of the National Institute on the Assessment of Experiential Learning begins with this article. It is the basis for a session presented at the National Institute on the Assessment of

Experiential Learning in June 1994. The article discusses issues important to both practitioners and theoreticians in the field of adult learning and its assessment, including the experiential learning movement, the relationship between experience and learning, arguments against the awarding of college credit for learning acquired off campus, and the strengths of prior learning assessment.

Harris, J. (1997) "Recognition of Prior Learning: Towards a Learning Approach and a Methodology." Unpublished paper, University of Cape Town.

In this paper it is suggested that much RPL practice is inadequately theorised and based on unelaborated assumptions about adult learning and about the relationships between different forms of knowledge. It is argued that a learning rather than an accreditation-only approach to RPL is needed. Drawing on a range of insights from adult learning theory, cognitive theory and the sociology of education, a case is made for the development of an RPL process based on Vygotsky's notions of Zones of Actual and Proximal Development and collaborative learning.

Harris, J. (1998) "Ways of Seeing the Recognition of Prior Learning (RPL): What Transformatory Potential Does it Have?" Paper presented at ICEL 1998.

Given the varied contexts and discourses within which RPL has developed, it is not surprising that there are a vast array of practices and procedures calling themselves RPL. This paper presents a schema which consists of an analysis of 3 models of RPL -- 2 of which are common internationally -- one of which is more aspirational. It is argued that most existing RPL practices are not reflective of the contemporary conditions of late- or post-modernity and furthermore embody implicit theories of functioning in social context. The third model is an attempt to reconceptualise RPL. It is suggested that with careful conceptualisation and a strong 'theory of possibility' RPL can make a contribution to social transformation.

Hull, Rebecca C. (June 1993) "In Support of Prior Learning Assessment." *In Support of Prior Learning Assessment and Outcomes Assessment of Prior Learning Assessment Programs: Proceedings of the National Institute on the Assessment of Experiential Learning*. Ed. Debra A. Dagavarian. Princeton, New Jersey, June 12-15. Chicago and Trenton, NJ: Council for Adult and Experiential Learning and Thomas A. Edison State College.

Document Type: position paper; conference proceedings. This publication contains two papers from the 1993 National Institute on the Assessment of Experiential Learning. Hull's highlights arguments in opposition to the acceptance of prior learning assessment

and the responses that might best counter these arguments.

Humphries, Beth. (1992) "Equal Opportunities and Educational Values in the Assessment of Prior Learning." In *Education and Community: The Politics of Practice*. Eds. Garth Allen and Ian Martin. New York: Cassell Education Series.

The ambiguity of the term "equal opportunities" is functional. It therefore commands almost universal approbation. In reality, however, the individualistic and meritocratic rhetoric of current usage serves merely to mask and, therefore, legitimize inequalities of both condition and outcome. These are articulated in terms of class, gender, race, age, and sexual orientation. In this chapter, Beth Humphries presents a systematic analysis of the narrowly conceived economic rationale. She goes on to demonstrate, using case material drawn from her own experience of social work courses in higher education, how this can be countered at professional and institutional levels by validating the knowledge and experience which students from traditionally non-participant groups may have to offer. Positive action strategies, however, presuppose that the hidden agendas which inform and distort academic and professional thinking are exposed, problematized, and reconstructed. Only in this way can the "'criteria' of 'excellence' make the rehearsal of personal experience a potentially intellectual exercise."

Hutchings, Pat, and Allen Wutzdorff. (Fall 1988) "Experiential Learning Across the Curriculum: Assumptions and Principles." *New Directions for Teaching and Learning* (Knowing and Doing: Learning Through Experience) 35, 5-20.

Jackson, Lewis, and Doug MacIsaac. (Summer 1994) "Introduction to a New Approach to Experiential Learning." *New Directions for Adult and Continuing Education* 62, 17-28.

Document Type: position paper; journal article. A process model for experiential learning (EL) in adult education begins with the characteristics and needs of adult learners and conceptual foundations of EL. It includes methods and techniques for in-class and field-based experiences, building a folio (point-in-time performance assessment), and portfolio construction (assessing transitional change and cumulative learning). Descriptors: Adult Education; Experiential Learning; Learning Theories; Portfolios (Background Materials); Student Characteristics; Student Evaluation. Identifiers: Authentic Assessment; Process Models. ISSN: 0195-2242.

Keeton, Morris T., ed. (1994) *Perspectives on Experiential Learning: Prelude to a Global Conversation About Learning*. Chicago: Council for Adult and Experiential Learning.

This publication is a compilation of essays that reflect the diversity of approaches within the field of experiential learning. The essays represent some of the perspectives and practices, issues and concerns, questions and challenges with which practitioners and theorists deal every day.

Keeton, Morris. (April 8 1993) "Is Experience the Best Teacher?" *Innovation Abstracts* 5(11).

4 pages. Document Type: serial; review literature. Target Audience: Practitioners. The best learning results from experiential learning, the interplay between theory and experience. In experiential learning, the student is in direct touch with the realities being studied. It involves not merely undergoing the experience, but also doing something with the phenomenon. Theories of experiential learning include: (1) learning how to do a task or play a role; (2) reformulating knowledge already learned; and (3) developing affective and cognitive insights. The challenge in experiential education is to find ways to combine the theoretical and experiential components of learning programs. Descriptors: Definitions; Experiential Learning; Learning Theories; Literature Reviews; Teaching Methods. Identifiers: PF Project.

Keeton, Morris T., and others. (1976) *Experiential Learning: Rationale, Characteristics and Assessment*. San Francisco: Jossey-Bass.

293 pages. Document Type: book. The history of post-secondary education in the U.S., and the role of experiential learning in its improvement are discussed. Topics of discussion include: the relationship of experiential learning to individuals' information processing, the need to clarify objectives, and the potential effect of new educational objectives on teaching and institutions of higher education. The cost effectiveness of experiential learning and implications for university administration are also discussed. The contributors address the state of the art in the assessment of experiential learning, recommend standards for assessment, and suggest approaches to the improvement of assessment practices. Descriptors: College Credits; College Students; Cost Effectiveness; Credentials; Educational History; Educational Objectives; Evaluation Methods; Evaluation Needs; Evaluators; Experiential Learning; Higher Education; Individual Development; Informal Assessment; Interpersonal Competence; Learning Processes; Post-secondary Education; Special Degree Programs; Standards; Student Attrition; Student Evaluation.

Keeton, M.T. (1986) *La reconnaissance des acquis hier, aujourd'hui et demain/Prior Learning Assessment Yesterday, Today and Tomorrow*. Montreal: Federation des cegeps.

30f. Descriptors: Federation des CEGEPs; Experiential learning -- Addresses, essays,

lectures.

Keeton, Morris T., and Pamela J. Tate, eds. (1978) *Learning By Experience: What, Why, How.* San Francisco: Jossey-Bass.

Kolb, D. (1984) *Experiential Learning: Experience as a Source of Learning and Development.* Englewood Heights, NJ: Prentice Hall.

Lamdin, Lois. (1991) *Roads to the Learning Society.* Chicago: Council for Adult and Experiential Learning.

Twenty of the leading experts in adult and experiential learning contribute insights and perspectives on such issues as: the history of portfolio assessment; the relationship between experiential learning and adult development; the need and basis for guidelines for workplace policy-making at the state and national levels. ISBN: 07872-33498.

Lueddeke, George R. (1997) "The Accreditation of Prior Experiential Learning in Higher Education: A Discourse on Rationales and Assumptions." *Higher Education Quarterly* 51(3), 210-224.

McCormick, Donald W. (Jan./Feb. 1993) "College-Level Learning and Prior Experiential Learning Assessment." *Adult Learning* 4(3), 20-22.

Document Type: journal article; position paper. Three qualities form the foundation of college-level learning: (1) conceptual knowledge -- articulation of concepts, theories, and principles; (2) generalizable knowledge; and (3) courses traditionally taught in college -- excluding secondary courses, non-credit programs, popular learning, and vocational courses. Descriptors (major): College Credits; College Programs; Concept Formation; Liberal Arts (minor): Experiential Learning; Higher Education; Prior Learning. Subjects covered: Learning, Psychology of/ Experiential learning; Credits and credit systems/ Colleges and universities; College students/ Age.

McGill, Ian, and Susan Weil. (January 1990) "Making Sense of Experiential Learning." *Adults Learning* 1(5), 136-139.

The four "villages" of experiential learning (EL) are: 1) assessment and accreditation of prior learning; 2) EL as the basis for change in post-secondary institutions; 3) EL as the

basis for community action and social change; and 4) EL as a medium for personal growth and development. Descriptors (major): Community Action; Continuing Education; Educational Change; Experiential Learning; Higher Education; Individual Development; Institutional Mission; Prior Learning; Social Change.

McGinley, Leann K. (October 1995) "Transformative Learning and Prior Learning Assessment." In *Celebrating Excellence: Learning and Teaching in Adult Higher Education. 15th National Conference on Alternative and External Degree Programs for Adults.* Columbus, OH, October 5-7.

Michelson, Elana. (1996) "Beyond Galileo's Telescope: Situated Knowledge and the Assessment of Experiential Learning." *Adult Education Quarterly*, 46(4), 185-96.

Michelson argues that current approaches to prior learning assessment are grounded in Enlightenment theories of knowledge and do not adequately reflect alternatives proposed by post-modernism, feminism and anti-racist theories. These new theories lend support to grounding assessment in situated knowledge rather than previous paradigms.

Michelson, Elana. (1996) "Taxonomies of Sameness: The Recognition of Prior Learning as Anthropology." Paper presented at the International Conference on Experiential Learning, University of Cape Town, South Africa, July 10.

Moerkerke, George. (1996) *Assessment of Flexible Learning: Performance Assessment, Prior Knowledge State, and Progress Assessment as New Tools.* Utrecht, Netherlands: Uitgeverij Lemma BV. [254 pages]

Mulligan, John, and Colin Griffin, eds. (1992) *Empowerment through Experiential Learning: Explorations of Good Practice*. Bristol, PA: Kogan Page.

258 pages. Document Type: book; collection. This volume brings together papers from the 1991 Conference on Experiential Learning held at Surrey University (England); its 25 chapters are divided into 5 sections. An introduction provides a brief overview of each chapter. Section 1 is concerned with theoretical frameworks and philosophical and critical reflection: "Absorbing Experiential Learning" (Griffin); "Learner Experience: A Rich Resource for Learning" (Saddington); "Experiential Learning: the Confucian Model" (Mak); "Exploration of Levels of Awareness and Change Processes in Group Encounter" (Barber); "Politics of Facilitation: Balancing Facilitator Authority and Learner Autonomy" (Heron); and "Silent Learning: Experience as a Way of Knowledge"

(Ranjan). Section 2 deals with the accreditation of prior experiential learning (APEL): "Linking Personal Learning and Public Recognition" (Evans); "APEL for Access to Science and Technology" (Paczuska); "Women's Informal Learning in a Neighbourhood Setting" (Webb, Redhead); "Constraints upon Portfolio Development in the Accreditation of Prior Learning" (Balckman, Brown); and "Making Experience Count: Facilitating the APEL Process" (Hull). Section 3 discusses issues related to the institutional assimilation of experiential learning: "Empowerment through Experiential Learning" (Tate); "Cooperative Inquiry into Organizational Culture: Wrekin District Council Experience" (Marshall); and "Police Probationer Training: Resistance to Writing as an Aid to Reflection in Experiential Learning" (Bartrop). Section 4 focuses on experiential learning processes from a variety of different perspectives: "Adventure-Based Experiential Learning" (Richards); "In the Midst of Experience: Developing a Model to Aid Learners and Facilitators" (Boud, Walker); "Reflection and Empowerment in the Professional Development of Adult Educators" (Knights); "Internal Processors in Experiential Learning" (Mulligan); "Creative Capability and Experiential Learning" (Henry); and "Suggestopedia: Way of Learning for the 21st Century" (Hooper-Hansen). Section 5 presents examples of teaching and facilitation methods for experience-based learning: "Learning Contracts: How They Can Be Used in Work-Based Learning" (Marshall, Mill); "Learning Experiences for Professional Reality and Responsibility" (Anderson, McMillan); "Experiential Learning Approach to Developing Clinical Reasoning Skills" (Higgs); "Task and Reflection in Learning to Learn" (Anderson); and "Encouraging Experiential Learning: Lessons from the 16-18 Curriculum Enrichment Programme" (Taylor). A subject index is provided. Descriptors: Adult Education; Certification; Conference Proceedings; Credits; Educational Assessment; Educational Innovation; Educational Policy; Educational Practices; Experience; Experiential Learning; Learning Processes; Learning Theories; Lifelong Learning; Prior Learning; Teaching Methods; Theory Practice Relationship. ISBN: 0-7494-0680-1.

O'Banion, Terry. (1997) *A Learning College for the 21st Century*. Phoenix: American Council on Education/Oryx Press.

Peruniak, Geoff. (Spring 1994) "Reply to Dr. Thomas [On his article: Comment on 'The promise of experiential learning and challenges to its integrity by prior learning assessment']." *Canadian Journal of University Continuing Education* 20(1), 66-67.

Descriptors: Experiential learning; Prior learning; Apprentissage par l'experience; Connaissances acquises. ISSN: 0318-9090.

Peruniak, G.S. (Spring 1993) "The Promise of Experiential Learning and Challenges to Its Integrity by Prior Learning Assessment." *Canadian Journal of University Continuing*

Education 19: 7-30.

This paper examines experiential learning and certain challenges raised by developments in PLA. The paper looks first at the historical roots of learning, some of the major influences in its development in the last 25 years, problems of definition, and its potential for integration of holistic learning. The last part of the paper considers some of the challenges raised by PLA, one of the tools developed from experiential learning that is being used increasingly by universities, governments, and industry to solve economic and manpower problems. The author draws on his experience in Britain to highlight some of these problems and to look at the implications for Canada. Descriptors: Experiential learning; Informal education; Admission criteria; Outcome based education; Apprentissage par l'experience; Education informelle; Criteres d'admission; Enseignement base sur les resultats. Identifiers: University level; Niveau universitaire.

Peruniak, Geoff S. (June 1991) "Prior Learning Assessment: Challenges to the Integrity of Experiential Learning." Paper presented at the 10th Annual Canadian Association for the Study of Adult Education (CASAE) Conference, Kingston, Ontario. [18 pages]

Portier, Stanley, and Leo Wagemans. (1995) "The Assessment of Prior Knowledge Profiles: A Support for Independent Learning?" *Distance Education* 16(1), 65-87.

Document Type: evaluative report; journal article. A study examined the role of prior knowledge analysis. Prior knowledge is an important interaction variable that provides a reliable determinant of future learning results. A step-by-step procedure that guides potential users to the development of reliable and valid prior knowledge state (PKS) tests was used on a random sample of 67 first-year social sciences students. A comparison of students with a low PKS on statistics with students with a high PKS indicated a higher test score for the latter group. Further analyses on separate parameter-scores within the behavioral and knowledge dimension revealed that the high PKS group obtained higher scores than the low PKS group on all parameters. However, multivariate analyses of variance and related discriminant analyses indicated that the prior knowledge difference appeared most pronounced for the behavioural dimension and the knowledge dimension. It is concluded that prior knowledge profiles may be helpful in enhancing a student's learning process, designing more flexible learning environments, and providing instructional support. Subjects covered: Prior knowledge; Independent study; Distance education. Descriptors (major): Cognitive Structures; Distance Education; Educational Development; Educational Environment; Evaluation; Independent Study; Instructional Design; Learning Processes; Prior Learning; Student Improvement. ISSN: 0158-7919.

Rose, Amy D. (1990) "Nontraditional Education and the Assessment of Prior Learning." In

Handbook of Adult and Continuing Education. Eds. Sharon B. Merriam and Phyllis M. Cunningham. San Francisco: Jossey-Bass.

Rose, Amy D. And Meredyth A. Leahy, eds. (Fall 1997) *New Directions for Adult and Continuing Education* (Assessing Adult Learning in Diverse Settings: Current Issues and Approaches) 75.

Chapters include: Carol E. Kasworm and Catherine A. Marienau, "Principles for Assessment in Higher Learning": The authors offer five principles of adult-oriented assessment based on commonly held premises of adult learning, and include examples of good practice in higher education and other sectors; Stephen D. Brookfield, "Assessment in Critical Thinking": The author discusses the process of critical thinking and his belief that it is social process, then offers three locally grounded strategies for assessing critical thinking: experiential, behavioural and conversational; Richard J. Hamilton, "The Assessment of Non-collegiate Sponsored Programs": The origins of the Program on Non-collegiate Sponsored Instruction are explored and its processes are outlined; the remainder of the chapter discusses the issues surrounding use of the program in higher education today; Elana Michelson, "Multicultural Approaches to Portfolio Development": The author contends that assessment of prior learning is based largely on Western academic assumptions about objective, universal knowledge. She explores efforts in New Zealand and Ontario, Canada, to assess knowledge that is embedded in specific cultural and ethnic contexts and that challenges current definitions of accredible learning; Paula E. Peinovich, Mitchell S. Nesler and Todd S. Thomas, "A Model for Developing an Outcomes Assessment Plan: The Regents College Outcomes Assessment Framework": Based on a multiple measures approach to assessing institutional effectiveness, the outcomes framework described also serves as the basis for continuous improvement of academic programs and services for adult learners; Eunice N. Askov, Barbara L. Van Horn and Priscilla S. Carman, "Assessment in Adult Basic Education Programs": The needs of various stakeholders are considered in this discussion of the purposes, strengths and weaknesses of a number of individual- and program-level assessment strategies in adult basic education; Patricia L. Inman and Sally Vernon, "Assessing Workplace Learning: New Trends and Possibilities": Current issues relating to workplace learning are explored and several innovative approaches are presented; Judith M. Ottoson, "Beyond Transfer of Training: Using Multiple Lenses to Assess Community Education Programs": The transfer of learning to the workplace continues to be an issue of concern to trainers and educators in all venues; in this chapter the author explains the benefits of using multiple lenses to assess training effectiveness; Amy D. Rose, and Meredyth A. Leahy, "Assessment Themes and Issues": The themes and issues that emerged in the previous chapters are reviewed and analyzed, and the implications for future trends in assessment are considered.

Sansregret, Marthe. (June 1989) "Prior Learning Assessment: An Interesting Challenge for the Next Decade." In *Proceedings of the Annual Conference of the Canadian Association for the Study of Adult Education/ Les actes du congres annuel de l'association canadienne pour l'etude de l'education des adultes*. 8th Conference, Cornwall, Ontario, June 1-30. Ed. Rene Bedard. Guelph, Ont.: Canadian Association for the Study of Adult Education. 272-276.

PLA is a system based on an ideology that influences a methodology allowing adults to identify learning acquired outside traditional schools and enabling academic institutions to properly assess that learning.

Sansregret, Marthe. (1987) *A Rationale for Assessing Adults' Prior Learning*. ERIC Document Reproduction Service No. ED284988.

19 pages. Document Type: review literature. A rationale for the recognition of prior learning is first based on the fact that learning experientially may be as necessary as learning through theory. One basis for the rationale is that adults in everyday life may have to acquire skills that belong to three domains: psychomotor, cognitive, and affective. Furthermore, the rationale supports the fact that recognizing adults' prior learning would enable adults to get a diploma that could bring opportunities for employment, promotion, and training. Adults would also be in a better position to give new directions to their lives. Academic institutions see for themselves the benefits in recognizing adults' prior learning. Institutions could maintain their role of assessors and guarantee the reliability and validity of assessment. By positioning people where they can maximize their potential, academic institutions make an important economic contribution through making a better use of monies available for education. Faculty are challenged and gain a renewed prestige when they become intellectual leaders and political and cultural consultants. This rationale is subject to the proper implementation of a program that includes students' careful preparation, done with the assistance of a counselor, and students' assessment, carried out by experts using the proper method. Descriptors: Adult Education; Adult Learning; Experiential Learning; Informal Assessment; Lifelong Learning; Portfolios (Background Materials); Student Evaluation.

Tate, Pamela J. (March 1983) "Measuring Learning from Life and Work Experience." *New Directions for Testing and Measurement* (Measurement, Technology, and Individuality in Education: Proceedings of the 1982 ETS Invitational Conference) 17, 55-67.

Document Type: journal article; project description. Assessment of experiential learning must be approached in a different way from assessment of learning acquired through the traditional information assimilation mode. New measurement techniques and program models need to be devised to save money and faculty time, while preserving

individualization. Descriptors: Adults; Cost Effectiveness; Evaluation Needs; Experiential Learning; Measurement Techniques; Models; Self Evaluation (Individuals); Time on Task.

Thomas, Alan (1998). *Prior Learning Assessment in Universities in Ontario: An Aide-Memoire*. Toronto: Council of Ontario Universities

A discussion paper advocating the importance of the universities in Ontario developing individual policies for the implementation of Prior Learning Assessment & Recognition. The paper points to development among universities elsewhere; the changing population of potential students with emphasis on age and diverse prior experience; and the value of reasserting concrete attention to learning as distinct from teaching in the culture of the university.

Thomas, Alan M. (1998) "The Tolerable Contradictions of Prior Learning Assessment." In *Learning for Life: Canadian Readings in Adult Education*. Eds. Sue M. Scott, Bruce Spencer, and Alan M. Thomas. Toronto: Thompson Educational Publishing, 330-342.

This exposition analyzes the internal dynamics of formal education. Evaluation within the system is designed expressly to predict the likelihood of future success within the system. Its use for predicting occupational success outside the system, however widespread, and now reaching into adult life, is a serious mismatch and contradiction. PLA is an evaluation of learning outcomes acquired by means other than formal instruction, that is, from the environment in which formal accreditation is fundamentally misapplied. Clashes and misunderstandings common to the latter will now appear in the use of the former (PLA) within the formal system. On examination of those clashes, probably, both systems will benefit.

Thomas, Alan M. (Spring 1994) "Comment on 'The Promise of Experiential Learning and Challenges to its Integrity By Prior Learning Assessment' [By Geoffrey Peruniak]." *Canadian Journal of University Continuing Education* 20(1), 63-66.

ISSN: 0318-9090. Descriptors: Experiential learning; Evaluation; Prior learning; Apprentissage par l'experience; Connaissances acquises.

Thomas, Alan M., and Roslyn Klaiman. (Spring 1992) "The Utilization of Prior Learning Assessment in Canada." *Canadian Journal of University Continuing Education* 18(1), 7-26.

An introduction to the use of Prior Learning Assessment (PLA) in the USA, the UK, and Sweden is followed by a report of the first national study of its utilization in Canada, at all education levels, in the late 1980s. Findings reflect a surprisingly wide-spread use, on an equally widely decentralized basis. However, usage is highly discretionary in terms of faculties, programs, and individual faculty members. Most important, perhaps, is that with the exception of the province of Quebec, at the college level, and British Columbia throughout the educational system, students have no rights to such assessment. Implications of the increase in use of the procedures are discussed from the following points of view: the opportunities for increased flexibility for learners to move in and out of formal education; the increased efficiency in the utilization of teaching resources; the skills and practices required; and the potential of PLA for reforming formal education. Recommendations are explored for the effective further development of PLA. Descriptors: Evaluation practices; Post-secondary education; Surveys; Continuing education; Pratique d'evaluation; Enseignement postsecondaire; Enquete; Education permanente. Identifiers: Post-secondary level; Niveau postsecondaire.

Thomas, Alan, and Rosalyn Klaiman. (1989) *An evaluation of the Ontario "Equivalent Standing for Mature Students" Policy*. Toronto: OISE/UT

33 pages. The "Equivalent Standing for Mature Students", a somewhat primitive version of PLA, was introduced into Secondary Education in Ontario in 1974. It was designed to take account of informal learning by means of assigning credits for years out of school. In fifteen years it had grown slowly but steadily, with the "life-experience" category being most utilized. The bulk of participants were between the ages of 25 and 45, with women outnumbering men by three to one, both in entering and completing programs. Despite the limited availability of "mature admission" opportunities at some Ontario universities, all applicants displayed a determination to complete secondary school. Despite the growth in use the program was impeded by variance in practice among School Boards, and the lack of training of assessors. By the late nineteen eighties the formulaic equating of time out of school with credits granted was giving way to more through assessment of learning accomplished during those years. Recommendations included further development of the program based on widespread support among applicants and school staff; more consistency across the province in the implementation of the program, and increased leadership and support for training by the Ministry of Education.

Thomson, Peter. (1993) "Current Research Issues in Competency-Based Assessment." In *Selected and Edited Papers Presented at the National TAFE Senior Executives' Conference*, Kooralbyn, Australia, October 7-8, 1993. Leabrook, Austral.: National Centre for Vocational Education Research.

This paper addresses the relationship between competency-based assessment (CBA) and

learning and assessors, assessor training, and recognition of prior learning. ISBN: 0-86397-342-6. Collection totals 128 pages. Document Type: conference proceedings; position paper; project description.

Trowler, Paul. (March 1996) "Angels in Marble? Accrediting Prior Experiential Learning in Higher Education." *Studies in Higher Education* 21(1), 17-30.

Document Type: evaluative report; position paper; journal article. A discussion of the awarding of college credit for experiential or prior learning looks at two approaches (credit exchange and developmental), proposes a continuum linking them, and examines theoretical and practical problems in their application in higher education. It is concluded that while credits for prior/experiential learning can be beneficial to students, much work on the process is needed. Descriptors: College Credits; Educational Policy; Equivalency Tests; Evaluation Criteria; Evaluation Methods; Experiential Learning; Higher Education; Policy Formation; Prior Learning; Student Evaluation. Identifiers: Accreditation of Prior Experiential Learning. ISSN: 0307-5079.

Usher, R. (1989) "Qualifications, Paradigms, and Experiential Learning." *Access and Institutional Change*. Ed. O. Fulton. Milton Keynes, UK: Society for Research in Higher Education/Open University.

Usher, Robin S. (1986) "Reflection and Prior Work Experience: Some Problematic Issues in Relation to Adult Students in University Studies." *Studies in Higher Education* 11(3), 245-56.

Document Type: journal article; position paper; evaluative report. Use of adult undergraduate students' work experience in recruitment, admission, and curriculum design is examined, and it is suggested that institutions must shift the emphasis in admissions from the quantity of prior experience to the quality of learning resulting from it, and organize curricula around that learning. Descriptors: Adult Students; College Admission; College Curriculum; Curriculum Development; Higher Education; Prior Learning; Relevance (Education); Work Experience.

Weil, S.W., and I. McGill, eds. (1989) *Making Sense of Experiential Learning: Diversity in Theory and Practice*. Milton Keynes, UK: Society for Research into Higher Education and Open University Press.

Whitaker, Urban. (1989) *Assessing Learning: Standards, Principles, and Procedures.*

Philadelphia: CAEL.

See abstract under 2.6.3 (Implementation of PLAR in Formal Education/Methods of Assessment/General–Other).

Wildemeersch, Danny, and Theo Jansen, eds. (1992) *Adult Education, Experiential Learning and Social Change: The Postmodern Challenge*. The Hague: Uitgeverij BV. [184 pages.]

Withowski, Edward. (March 1983) "The Individual and Social Benefits of Experiential Learning Assessment." *New Directions for Experiential Learning* (Cost-Effective Assessment of Prior Learning) 19, 99-109.

Document Type: journal article; position paper. Higher education is seen as an investment in human capital that generates benefits to individuals and to society. Assessment of prior learning constitutes a sound individual and public investment because it lowers costs and adds value to experience. Descriptors (major): Credits; Educational Benefits; Experiential Learning; Prior Learning; (minor): Costs; Evaluation Methods; Higher Education; Quality of Life; Role Models; Student Motivation.

Zakos, Paul. (March 1996) *The Role of Portfolio-Assisted PLA in the Development of Healthy Communities*. Deseronto, Ont.: First Nations Technical Institute. [17 pages]

SECTION 7

PLAR Literature for Learners

Aber, Joanne. (1996) *Getting a College Degree Fast: Testing Out and Other Accredited Short Cuts*. Amherst, NY: Prometheus.

247 pages. Document Type: book; non-classroom material; general reference. Target Audience: Students; Community. This book, directed especially to individuals over age 30, takes a how-to approach to earning a college degree in the least amount of time for the least amount of money. The book explains how to use fast-track methods such as "testing out," which takes advantage of prior learning, and accredited shortcuts to earn an accelerated degree. The first chapters of the book set out some basics, such as custom designing a degree, assessing academic readiness, understanding learning preferences, setting time lines and budgets, selecting the right college and the best educational options, and accredited shortcuts. One chapter provides an in-depth analysis of the advantages of testing out. The remaining chapters cover the many academic and vocational tests that can be used toward college credit, and list the universities, institutes, and associations that offer tests that may be accepted for college credit. Appendixes provide supplementary information including: a comparison of the content of four prior-learning tests; a list of colleges that work with nontraditional adult students; a mini-quiz to assess academic preparation; and a checklist to be used in selecting a college. Also listed are testing system and accrediting agency addresses. A glossary defines terms used in the book. Descriptors: Academic Aptitude; Academic Aspiration; Academic Persistence; Admission Criteria; Adult Students; Advanced Placement Programs; College Admission; College Choice; College Credits; College Entrance Examinations; Degree Requirements; Higher Education; Nontraditional Education; Prior Learning; Special Degree Programs; Standardized Tests; Test Anxiety; Test Coaching; Test Wiseness. ISBN: 1-57392-001-0.

Anderson, Terry, and Gloria Ross. (August 1992) *Earning College Credit for Your Peace Corps Service*. Washington, DC: Peace Corps, Information Collection and Exchange Div.

See abstract under 2.2.1.1 (Implementation of PLAR in Formal Education/Post-Secondary Education/Universities/Undergraduate Studies).

Benton, Nena. (1995) *Recognition of Prior Learning: A Personal Guide to Developing Your Portfolio*. Wellington: New Zealand Council for Educational Research.

See abstract under 2.6.1.1 (Implementation of PLAR in Formal Education/Methods of

Assessment/Portfolio/Portfolio Courses).

Brain, Susan, and Chelene Koenig. (1994) *Prior Learning Assessment in British Columbia: A Guide to Earning Credit for Your Skills and Knowledge*. Burnaby, BC: Open Learning Agency.

A joint project of Douglas College, Malaspina University-College, the Open Learning Agency, and University College of the Fraser Valley.

Buckle, J. (1988) *A Learner's Introduction to Building on Your Experience*. London: Learning From Experience Trust.

Burnie, Brian, Maureen Hynes, and Gail Carrozzino. (1994) *Getting the Credit You Deserve: Portfolio Development Course for ESL Speakers*. Toronto: George Brown College, School of Labour; Metro Labour Education Centre.

See abstract under 2.5 (Implementation of PLAR in Formal Education/Second Language, Basic Education, and Literacy Programs).

Champlain Regional College. (No date) *Earning College Credit Through Prior Learning Assessment: A Student Handbook on Educational Assessment and Portfolio Preparation*. St. Lambert, Que.: Champlain Regional College.

Confederation College of Applied Arts and Technology. (1995) *Prior Learning Assessment Handbook 1995/96*. Thunder Bay: Confederation College.

Confederation College. (1993) *Student Handbook for GS 242: Portfolio Development for College Credit for Prior Learning*. Thunder Bay, Ont.: Confederation College.

See abstract under 2.2.2 (Implementation of PLAR in Formal Education/Post-Secondary Education/Community Colleges).

Day, Malcolm. (1996) *The Role of the NVQ Assessor: National Vocational Qualifications and the 'D' Units*. Edinburgh: Campion Press.

103 pages. Malcolm Day's studies have demonstrated how NVQ and SVQ assessor

performance can be significantly affected by the use of complex jargon, the administrative requirements of the assessment, conflicts between work and assessment roles, and a lack of opportunity for practice. The book gives clear and practical examples of how these problems can be overcome, and continually emphasizes the importance of the personal experience and circumstances of the reader. Aimed principally at health care workers, the book will also be relevant and useful to people working in social care, child care, education and criminal justice. Each chapter contains a series of study activities which will enable students to generate evidence towards their NVQ or SVQ award, and a mechanism for recording this progress is included in the book.

Day, M., and L. Basford. (1995) *Guidelines for Developing a Portfolio. Department of Community and Primary Care*. Sheffield, Eng.: School of Nursing and Midwifery, University of Sheffield. [ISBN: 1 900225 05 0]

Deiro, Judy. (1983) *Prior Learning Experiences: Handbook for Portfolio Process. Alternative Learning Experiences*. Bellingham, Wash.: Whatcom Community College.

See abstract under 2.6.1.2 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Handbooks–How-to Manual).

Empire State College. (No date) *Credit by Individual Evaluation: A Student's Guide*. Saratoga Springs, NY: Empire State College.

First Nations Technical Institute. (1992) *Prior Learning Assessment and the Portfolio*. Deseronto, Ont.: First Nations Technical Institute.

This pamphlet, written to help adult learners and their facilitators, describes the rationale for prior learning assessment and outlines the process of creating a portfolio that reveals learning and acquired competencies as well as proving creditable professional development skills. The examples used reflect the requirements for a Social Services Worker Program. 16 pages. Descriptors: Colleges of applied arts and technology; Educational experience; Adult students; Native students.

Forrest, Aubrey. (1977) *Assessing Prior Learning -- A CAEL Student Guide*. Columbia, MD: Cooperative Assessment of Experiential Learning.

113 pages. Sponsoring Agency: Ford Foundation, New York, N.Y.; Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.; Lilly

Endowment, Inc., Indianapolis, Ind. Document Type: classroom material. Target Audience: Practitioners. This student guide is directed at the adult student who petitions for college credits based on prior experiential learning. It will assist such adults in maximizing the value of their prior experiences in relation to educational goals and successfully obtaining appropriate credit. The reader is led step by step through the process of identifying learning outcomes, relating them to educational goals, documenting experience, measuring learning outcomes, and requesting credit or recognition. Descriptors: Adults; Case Studies; College Applicants; College Credits; College Students; Credentials; Educational Background; Educational Objectives; Evaluation Methods; Experiential Learning; Guides; Higher Education; Informal Assessment; Knowledge Level; Portfolios (Background Materials); Post-secondary Education; Prior Learning; Self Evaluation; Special Degree Programs; Student Evaluation; Work Experience. Identifiers: Performance Based Certification.

Government of Australia. Department of Employment, Education, and Training. (1993) *Recognition of Prior Learning: A Practical Guide for Women*. Canberra: Department of Employment, Education, and Training.

Green, Kathleen. (Summer 1996) "Nontraditional Education: Alternative Ways to Earn Your Credentials." *Occupational Outlook Quarterly* 40(2), 22-35.

See abstract under 1.5 (PLAR Policy/United States of America).

Haponski, William C., and others. (1983) *Your College Degree: The External Degree Way*. Oneida, NY: ETC Associates.

See abstract under 2.4 (Implementation of PLAR in Formal Education/Distance Learning).

Hecht, Miriam, and Lillian Traub. (1982) *Dropping Back In: How to Complete Your College Education Quickly and Economically. First Edition*. New York: E.P. Dutton.

207 pages. Document Type: book; non-classroom material. Target Audience: Practitioners. A handbook for the adult student returning to college is presented. Attention is directed to the pros and cons of reentry; how to choose a program; options for financing an education; admissions applications; maximizing pre-entry credits; colleges, credits, and degrees; coping with academic demands such as exam-taking; and achieving a balance between work, family, friends, and school. The importance of determining whether an institution's offerings are accredited and acceptable as transfer

credits is noted, along with the meaning of regional accreditation, accreditation by professional groups, and state licensing requirements. Reentry students may obtain preentry college credits in three ways: transfer credits from other colleges, credit by examination, and credit for life experience. Receiving the maximum number of credits for prior learning can mean large savings of money and time. Independent study projects may be a good mode of learning, and some colleges allow all credit to be earned off-campus by independent study through external degree programs. Required courses, special services, and college costs are also considered, and sources of information on programs and funds are identified. A bibliography and lists of state licensing agencies and state higher education agencies are appended. Descriptors: Academic Aspiration; Accreditation (Institutions); Adult Students; College Admission; College Attendance; College Choice; College Credits; College Programs; College Students; Education Work Relationship; Financial Needs; Higher Education; Occupational Aspiration; Prior Learning; Reentry Students; Student Adjustment; Student Costs. Identifiers: Stopouts. Report No: ISBN-0-525-93228-3.

Hengesbach, Ted. (July 1979) *College Credit for Prior Learning: A Student Handbook. Draft.* South Bend: Indiana Univ.

27 pages. Document Type: instructional material. Target Audience: Practitioners; Students. A step-by-step guide for seeking college credit for prior learning is presented in this Indiana University (IU) student handbook. The External Degree Program in General Studies at Indiana University at South Bend awards college credit toward the Associate and/or Bachelors of General Studies degree for knowledge and understanding gained through various life experiences. The University requires that students submit for assessment a portfolio that organizes prior learning experiences into a manageable form. The portfolio includes: (1) title page; (2) table of contents; (3) introduction; (4) resume; (5) clustering of learning experiences and competency statements; (6) request for credit; and (7) appendix. Both general and course specific credits can be earned. General credits awarded are transferable to any other Indiana University External Degree Program in General Studies and the per credit fee is discussed. Other methods of earning credit for learning from life experiences that are possible at IU include the College Level Examination Program (CLEP) and Examinations given by the Independent Study Division of the School of Continuing Education. Descriptors: Advanced Placement; College Credits; Education Work Relationship; Equivalency Tests; Evaluation Methods; Experiential Learning; External Degree Programs; Higher Education; Institutional Characteristics; Learning Experience; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning. Identifiers: Indiana University South Bend.

Jennings, Leonie. (1993) *Issues Primer. EEE708 Negotiated Study Program.* Victoria: Deakin

Univ.

88 pages. Document Type: collection; instructional material. Target Audience: Students. This issues primer is structured around a series of 20 contemporary concerns in the changing world of work and training in Australia in the early 1990s. It is part of the study materials for the one-semester distance education unit, Negotiated Study Program, in the Open Campus Program at Deakin University (Australia). Information on each issue is accompanied by an activity and list of references. The issues are as follows: the politics of workplace reform; education back on the agenda; relevant government reports in the 1980s; award restructuring; skill formation and ideology; the Training Guarantee Levy -- a tax or an investment?; cost of training -- public vs. private; commercialization of training -- those who pay the piper play the tune; relevant government reports in the 1990s; competency-based training; recognition of prior learning; management up-skilling; performance appraisal; changing work force patterns; technology, communication, and training; enterprise bargaining and flexible work practices; recession, redundancies, and unemployment; women and training; youth and employment; and jobs in the future. Descriptors: Adult Education; Competency Based Education; Costs; Emerging Occupations; Females; Foreign Countries; Futures (of Society); Industrial Education; Job Training; Labour Force Development; Prior Learning; Skill Development; Unemployment; Vocational Education; Womens Education; Youth Employment. Identifiers: Australia. ISBN: 0-7300-1670-6

Keiffer, Elisabeth. (June 17, 1986) "Become a College Grad Without Leaving Home." *Woman's Day* 96, 98-101.

Document Type: journal article; non-classroom material; directory. Target Audience: Students; Community. Colleges and universities have responded to the need of adults to possess academic credentials by designing programs flexible enough to fit any situation. Portfolio assessment, independent study, credit-by-exam, and credit for prior learning are among the ways people earn degrees. Some women's experiences and sources for study cited. Descriptors: Adult Students; Certification; College Credits; Educational Experience; Experiential Learning; Females; Higher Education; Nontraditional Education; Nontraditional Students; Portfolios (Background Materials); Prior Learning; Special Degree Programs. Identifiers: American Council on Education; Council for Adult and Experiential Learning; Regents College NY; Union for Experimenting Colleges and Universities.

Kimeldorf, Martin. (1994) *Creating Portfolios: For Success in School, Work, and Life*. Minneapolis, MN: Free Spirit Publishing.

See abstract under 2.6.1.2 (Implementation of PLAR in Formal Education/Methods of

Assessment/Portfolio/Handbooks–How-to Manuals).

Lamdin, Lois. (1997) *Earn College Credit for What You Know*. 3rd ed. Chicago: Council for Adult and Experiential Learning.

231 pages. Abstract from book jacket: This book is written for those of you who have continued to learn and grow since leaving school, who have developed your job-related skills and competencies, who have read and listened and observed and tried new things because you enjoyed knowing more about your world. The purpose of this book is to help you think about what you have learned in your life, whether some of that learning may be appropriate for assessment for college credit, and exactly how to go about earning that credit. The third edition has added information on learning styles and self-directed learning, enlarged upon the section on career and academic decision-making, a consumer's guide to post-secondary education, and a state-by-state listing of colleges and universities with comprehensive assessment programs. The key section on portfolio-assisted assessment has been significantly updated, the emergence of new uses for PLA is noted, and website and email addresses are provided for learning resources. Included in the book are stories of people who have successfully returned to college and earned credit for learning gained outside of a classroom. The book will encourage you to define your own educational goals, show you how to set up a specific action plan to achieve these goals, and make you a smart consumer of education. ISBN: 07872-3573-3.

Lamdin, Lois. (1992) *Earn College Credit for What You Know*. 2nd ed. Chicago: Council for Adult and Experiential Learning.

256 pages. Abstract from book jacket: This book is written for those of you who have continued to learn and grow since leaving school, who have developed your job-related skills and competencies, who have read and listened and observed and tried new things because you enjoyed knowing more about your world. The purpose of this book is to help you think about what you have learned in your life, whether some of that learning may be appropriate for assessment for college credit, and exactly how to go about earning that credit. The second edition has added a new section on career and academic decision-making, a consumer's guide to post-secondary education, and a state-by-state listing of colleges and universities with comprehensive assessment programs. The important section on portfolio-assisted assessment has been significantly expanded. Included in the book are stories of people who have successfully returned to college and earned credit for learning gained outside of a classroom. The book will encourage you to define your own educational goals, show you how to set up a specific action plan to achieve these goals, and make you a smart consumer of education.

Loyalist College. Academic Resources. (June 1995) *Portfolio-Assisted Prior Learning Assessment: Portfolio Development: A Learner's Guide*. Course materials for the course, Portfolio-Assisted PLA Portfolio Development Course. Belleville, Ont.: Loyalist College.

See abstract under 2.6.1.1 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Portfolio Courses).

Mann, Carolyn M. (1993) *Credit for Lifelong Learning*. 4th edition. Bloomington, IN: Tichenor.

136 pages. Document Type: non-classroom material. Target Audience: Students. This guide to developing a prior learning portfolio was prepared to assist students in the Credit for Lifelong Learning Program (CLLP) at Sinclair Community College (SCC) in Dayton, Ohio, through the process of identifying college-level prior learning, matching their learning to specific courses, and articulating and documenting their learning. The first sections of the guide introduce SCC's Experience Based Education Department and Academic Credit Assessment Information Center and their functions; and provide an overview of portfolio development, including a discussion of the contents of a portfolio and the objectives of SCC's Portfolio Development course. The next sections detail the five main components of a portfolio: (1) the Chronological Record, a year-by-year accounting of activities since high school; (2) the Life History Paper, which examines important life events; (3) the Goals Paper, which describes personal, career, and educational goals; (4) the Narrative of Competencies, which provides concise statements of experiences and resulting learning; and (5) documentation of the learning experience supporting each competency described. Examples of each component are provided. In addition, a worksheet for educational planning and a separate section on describing and documenting an internship experience are provided. The next section explains how to assemble the portfolio, including a sample cover letter. Next, information is provided on how the portfolio will be evaluated and grades posted, and mechanisms for challenging a grade or filing a grievance related to course or internship credit are explained. A concluding section summarizes the process. An overview of services provided by SCC's Academic Credit Assessment Information Center, descriptions of special SCC degree programs. Descriptors: College Credits; College Faculty; Community Colleges; Course Content; Educational Assessment; Evaluation Methods; Experiential Learning; Lifelong Learning; Portfolios (Background Materials); Prior Learning; Program Descriptions; Two Year Colleges; Two Year College Students. ISBN: 0-89917-530-9.

McKenzie, Robert H. (1992) *Degree Planning and Prior Learning*. 3rd edition. Dubuque, IA: Kendall/Hunt.

National Council for Educational Awards. *Your Life and Work Experience Can Help You to Gain*

Qualification. Dublin: National Council for Educational Awards.

4 pages. An introductory pamphlet to the NCEA's Prior Experiential Learning scheme.

Riedel, J.E. (June 1978) *Student Handbook: Interdisciplinary Studies 800, Assessment of Experiential Learning*. Fountain Valley, CA: Coastline Community College.

64 pages. Document Type: non-classroom material; project description. Target Audience: Practitioners. This handbook was designed for adults who did not complete an occupational or degree objective and who are considering returning to college and wish to request credit or advanced standing for learning acquired through non-college experiences. The handbook guides the student in the preparation of a portfolio which examines, identifies, describes, and evaluates learning experiences and aids in determining the place of these experiences within an educational plan. The handbook's first section discusses the personal, career, and educational benefits in preparing a portfolio. The second explains how to identify educational goals and provides guidelines for defining life goals, translating them into educational goals, and writing a degree program which recognizes prior learning. The third section clarifies the use of guides which list the competency requirements of a degree program against which the student can measure non-academic learning. The fourth section indicates how to write a description of non-academic learning experiences and their relevance to a college program. The fifth section reveals how student learning can be verified, measured, and evaluated, while the sixth explains formal requests for prior learning via a petition review committee. The seventh section outlines the parts of the formal portfolio. Four appendices deal with tools used in portfolio preparation. Descriptors: Adult Education; Adult Learning; Advanced Placement; College Credits; Community Colleges; Employment Experience; Equivalency Tests; Experiential Learning; Guides; Knowledge Level; Learning Experience; Measurement Instruments; Portfolios (Background Materials); Two Year Colleges.

Rolls, Dorothea M. (April 1987) "Documenting Experiential Learning: Preparation of a Portfolio for College Credit. Techniques." *Lifelong Learning* 10(6), 19-21.

See abstract under 2.6.1.2 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Handbooks–How-to Manuals).

Sansregret, Marthe. (1985) *Recognition of Prior Learning. The Portfolio. Student's Guide*. Quebec City: Quebec Department of Education.

See abstract under 2.6.1.2 (Implementation of PLAR in Formal Education/Methods of

Assessment/Portfolio/Handbooks–How-to Manuals).

Sheridan College. (1995) *The Prior Learning Assessment Guide*. Oakville, Ont.: Sheridan College.

Smith, Peter. (1986) *Your Hidden Credentials*. Chicago: Council for Adult and Experiential Learning.

The average adult worker now changes jobs six times before retiring, and he or she learns valuable skills at every one of these work situations. This book reveals the stages for identifying and appreciating personal learning, and using it as a springboard toward greater work satisfaction and knowledge throughout life. ISBN: 07872-33462.

Thomas A. Edison State College. (1990) *Portfolio Assessment Handbook. 1990-91*. Trenton, NJ: Thomas A. Edison State College.

See abstract under 2.6.1.2 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Handbooks–How-to Manuals).

Vermont State Colleges. Office of External Programs. (1991) *Earning College Credit for Prior Experiential Learning: A Student Resource Packet for Educational Assessment and Portfolio Preparation*. Waterbury, VT: Vermont State Colleges, Office of External Programs.

SECTION 8

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ERIC Clearinghouse on Reading, English and Communication. (1998). *Assessment of Prior Learning*, [On line]. Available http://www.indiana.edu/~eric_rec/ieo/bibs/assess.html [February 02, 1999]

The corresponding citations address the topic of assessing prior learning. This bibliography does not represent an exhaustive review of the literature on the topic, but merely an introductory exploration of available information.

Leach, James A., and others. (1982) *Literature Review with Annotated Bibliography. The Accreditation of Training Experiences: Implications for Employment Training Programs.* Grayslake, IL: Lake County Coll.

See abstract under 3 (PLAR and Work).

Moon, Rexford G., Jr., and Gene R. Hawes. (1980) "Further Resources." In *New Directions for Experiential Learning* 7, 79-84.

Published and institutional resources for assistance in recognizing adult prior learning are listed in five categories: assessment by examination, life or work experience, institutions and contact persons for competency-based programs, background publications, and credit for homemaking and volunteer work by women. Descriptors: Adult Education; College Credits; Competency-Based Education; Equivalency Tests; Experiential Learning; Prior Learning; Higher Education; Homemakers; Nontraditional Students; Publications; Resource Materials; Volunteers; Women's Education; Work Experience.

Northwest Regional Educational Lab. (November 1991) *Portfolio Resources.* Portland, OR: Northwest Regional Educational Lab., Portland Test Center.

See abstract under 2.6.1.3 (Implementation of PLAR in Formal Education/Methods of Assessment/Portfolio/Practice).

Shaughnessy, D. (1992) *Algonquin College Project: Prior Learning Assessment: Bibliography.* Nepean, Ont.: Algonquin College.

An annotated bibliography of articles published in periodicals. 6 pages. Descriptors: Educational experience; Post-secondary education; Adult students. Appendix E excerpted from a larger publication.

Stutz, Jane Porter, and Joan Knapp. (June 1977) *Experiential Learning: An Annotated Literature Guide*. Columbia, MD: CAEL.

Stutz, Jane Porter, and Joan Knapp. (November 1978) *Experiential Learning: An Annotated Literature Guide, 1978 Supplement*. Columbia, MD: CAEL.

Publications en Français

Barkatoolah, A., and R. Wittorski. (1997) *Acquisition et Transfert des Competences*. Poitiers, France: Centre National d'Engeignement à Distance, Université de Roven.

Cherry, Lynda. (hiver 1995/96) "La Formation professionnelle: a l'avant-garde de l'evaluation des connaissances acquises." *Canadian Vocational Journal* 31(2), 16-17.

Descriptors: Vocational education; Adult education; Prior learning; Enseignement professionnel; Éducation des adultes; Connaissances acquises.

La Commission canadienne de mise en valeur de la main-d'oeuvre. Groupe de travail sur la transition vers l'emploi. (1994) *Assembler les pièces du casse-tête: Pour un système cohérent de transition vers l'emploi au Canada*. Ottawa: La Commission canadienne de mise en valeur de la main-d'oeuvre.

Pour le sommaire, veuillez voir la section 1.1.01 (PLAR Policy/Canada/National).

Conseil ontarien des affaires collègiales. Comité consultatif et de coordination sur la reconnaissance des acquis. (1995) *La reconnaissance des acquis: Une réalisation au crédit du réseau collégial: Rapport du Groupe consultatif et de coordination de la reconnaissance des acquis, Février 1993 - Juin 1994*. Toronto: Conseil ontarien des affaires collègiales.

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario)

Conseil ontarien des affaires collégiales. (1993) *Conseil ontarien des affaires collégiales pour les collèges d'arts appliqués et de technologie de l'Ontario: Rapport annuel, 1er septembre 1992 au 31 août 1993*. Toronto: Le Conseil.

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario).

Conseil ontarien des affaires collegiales. Comité consultatif sur la reconnaissance des acquis. (1992) *Reconnaissance des acquis: faciliter l'acces des colleges ontariens aux*

apprenants adultes: document de travail. Toronto: le Comité.

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario).

Conseil ontarien des affaires collegiales, Comité consultatif sur la reconnaissance des acquis. (1992) *Reconnaissance des acquis: faciliter l'acces des colleges ontariens aux apprenants adultes: rapport final.* Toronto: Le Comité.

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario).

Conseil ontarien des affaires collegiales. Comité directeur de Vision 2000. (1990) *Vision 2000: Qualité et possibilités: Rapport final de Vision 2000: Examen du mandat.* Toronto: Ministère des Collèges et Universités.

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario).

Conseil ontarien des affaires collegiales. Comité directeur de Vision 2000. (1990) *Vision 2000: Qualité et possibilités: Sommaire: Rapport final de Vision 2000: Examen du mandat.* Toronto: Ministère des Collèges et Universités. [46 pages]

Pour le sommaire, veuillez voir la section 1.1.07 (PLAR Policy/Canada/Ontario).

Dallaire, Helene. (Novembre 1992) "Collaboration entre le Quebec et le Canada francais en reconnaissance des acquis [Reseau national action-education-femmes]/." *Éducation et francophonie: revue d'éducation des communauté* 20, 56-58.

Pour le sommaire, veuillez voir la section 1.1.06 (PLAR Policy/Canada/Quebec).

Heon, Lucie, et al. (1986) "La reconnaissance des acquis experientiels: étude de cas de la politique d'admission des adultes a l'Universite de Laval (Recognition of Experiential Learning: Case Study of the Politics of Adult Admissions to the University of Laval.)" *Canadian Journal of Higher Education* 16(2), 67-79.

Pour le sommaire, veuillez voir la section 2.2.1.1 (Implementation of PLAR in Formal Education/Post-Secondary Education/Universities/Undergraduate Studies).

Kayembe, Ndia-Bintu. (janvier 1990) *La reconnaissance des acquis au collegial: Bientot six ans. Rapport d'evaluation*. Montreal: Federation des cegeps.

Keeton, Morris T. (1986) *La reconnaissance des acquis hier, aujourd'hui et demain/Prior Learning assessment Yesterday, Today and Tommorrow*. Montreal: Federation des cegeps.

30f. Descriptors: Federation des CEGEPs; Experiential learning--Addresses, essays, lectures.

Nouveau-Brunswick Ministère de l'enseignement superieur et du travail. (1995) *Reconnaissance des acquis au College communautaire du Nouveau Brunswick*. Fredericton: Ministère de l'enseignement superieur et du travail.

Pour le sommaire, veuillez voir la section 1.1.04 (PLAR Policy/Canada/New Brunswick).

Perker, Henriette, F. LePlatre, and C. Ward. (1994) *Identification et validation des savoir-faire et des connaissances acquises dans la vie et les experiences de travail. Rapport comparatif France/Royaume*. 1ere édition. Berlin: European Centre for the Development of Vocational Training.

Pour le sommaire, veuillez voir la section 1.2.1 (PLAR Policy/Europe/United Kingdom).

Sansregret, M. (1996) *La reconnaissance des acquis: Principes*. Lasalle, PQ: Hurtubise HMH.

Descriptors: Experiential learning; Advanced standing; Prior learning; Student evaluation; Apprentissage par l'experience; Equivalence; Connaissances acquises; Evaluation de l'etudiant. Identifiers: College level; Niveau collegial.

Sansregret, Marthe. (1994) *La Reconnaissance des acquis*. Lasalle, PQ: Hurtubise HMH.

Le portfolio permet de faire une évaluation en profondeur des compétences et d'apprentissages acquis au fil d'une vie et de créer un dossier persoannalisé à partir duquel il est possible de se préparer à accéder au niveau d'études le plus près de sa formation ou à l'emploi le plus près du niveau de ses compétences.

Sansregret, Marthe. (1988) *La Reconnaissance des acquis: Fonctions et tâches des*

administrateurs, conseillers, et évaluateurs. Lasalle, PQ: Hurtubise HMH.

Sansregret, Marthe. (1984) *La Reconnaissance des acquis: Le Portfolio*. Lasalle, PQ: Hurtubise HMH.

Sansregret, Marthe, et Dyane Adam. (1996) *La Reconnaissance des acquis: Compétences transférables plus*." Lasalle, PQ: Hurtubise HMH.

Shaughnessy, Diane. (Winter 1995/96) "La Reconnaissance des acquis dans les colleges ontariens, un programme prometteur." *Canadian Vocational Journal* 31(2), 10-13.

Descriptors: Community colleges; Adult education; Prior learning; College communautaire; Education des adultes; Connaissances acquises.